DOCUMENT RESUME

ED 041 571 24 HE 001 748

AUTHOR	Nordlie, Peter G.; And Others
TITLE	The Role of College-Community Relationships in Urban Higher Education. Volume II, A Study of Federal City College. Final Report.
INSTITUTION	Federal City Coll., Washington, D.C.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
BUREAU NO	BR-8-0760
PUB DATE	Mar 69
CONTRACT	OEC-0-9-180760-0707(010)
NOTE	271p.
EDRS PRICE	EDRS Price MF-$1.25 HC-$13.65
DESCRIPTORS	*Community Involvement, Disadvantaged Youth, *Higher Education, *Institutional Role, Problems, *Relevance (Education), Research Needs, School Community Relationship, Student Motivation, Urban Education, Urban Environment, *Urban Universities
IDENTIFIERS	*Federal City College

ABSTRACT

This report is the second of a 3-volume study on the role of college-community relationships in higher education. The text summarizes the results of the Federal City College Survey, which was 1 part of the research effort. The purpose of the survey was to obtain information from people intimately involved or affected by the College concerning what they considered to be its desired goals, the obstacles facing it, and other topics relevant to the role of an innovative urban university. From interviews with faculty, administration, staff, and students of Federal City College, a number of problems and possible solutions were identified. This information is presented under the headings: (1) how the objectives of the college are perceived; (2) obstacles confronting a "relevant" urban institution; (3) college-community relations; (4) decision-making processes; (5) students' motivation, views on the "core curriculum," and recommendations to the College; and (6) factors motivating the staff to come to work at FCC. The implications of the findings are translated into a number of specific tasks including program design and evaluation tasks, and problem definitions studies. The full responses to the questionnaires and a detailed discussion of the findings drawn from them are presented in the appendix. (Author/AF)

ED0 41571

Volume II of III

FINAL REPORT
Project No. 8-0760
Grant No. OEC 0-9-180760-0707(010)

THE ROLE OF COLLEGE-COMMUNITY RELATIONSHIPS IN URBAN HIGHER EDUCATION

Volume II
A STUDY OF FEDERAL CITY COLLEGE

Peter G. Nordlie
William W. Chenault
Human Sciences Research, Inc.
McLean, Virginia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Prepared for:
The Federal City College
Washington, D. C.

March 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

HE001 748

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

There's no p. 99
in appendix A)

CONTENTS

Page

I. SUMMARY 1

II. INTRODUCTION 3

III. GOALS FOR NEW URBAN INSTITUTIONS OF HIGHER LEARNING 5

- Significance of the FCC Approach to Community Involvement 5
- Characteristics of the Potential Student Population 8
- Characteristics of the Urban Community 9
- Characteristics of the Situation 11
- Design Goals for Federal City College 12

IV. SUMMARY OF FINDINGS FROM INTERVIEW STUDY OF FACULTY, ADMINISTRATION, STAFF AND STUDENTS 15

- How the Basic Objectives of the College are Perceived 15
- Obstacles Confronting a Relevant Urban Institution 16
- College-Community Relations 17
- Views on Racial Issues at FCC 18
- Views on Decision-Making Processes at FCC 20
- Students' Motivations to Obtain Higher Education 22
- Students' Views on the Core Curriculum 22
- Students' Recommendations to the College 23
- Factors Motivating FAS to Come to Work at FCC 23

Page

V. IMPLICATIONS OF THE FINDINGS 25

A. Program Design and Evaluation Tasks 25

1. Experimental Approaches to Stimulating Community Involvement and Participation....... 25

2. Leadership Training for Black Students......... 25

3. Student Participation in Generating Philosophy Objectives, and Policies of College 26

4. Two-Way Communication System between Decision Makers and Research Activities....... 26

5. Experimental Public Information Programs 27

6. A Procedure for Obtaining Citizens' Contributions to Policy Deliberations of the College.... 27

7. Training Experiences Designed to Improve Black-White Relationships 28

8. Training Program to Develop Capabilities for Dealing with Interracial Conflict............ 29

9. Implementing "Student-Oriented" Philosophy 29

10. Student Career Counseling Program............ 30

11. "Feedback" Seminars to Provide for Systematic Evaluation and Exchange of Experience from Actual College-Community Programs........... 31

12. Conflict Resolution Process 31

13. Alumni Association Plan 31

14. Annual FCC Conference on D. C. Urban Problems 32

B. Problem Definition Studies...................... 32

1. Development of Criteria for Measuring the Impact of College-Community Activities 32

2. Other Research Studies 33

APPENDIX A. INTERVIEWS WITH FEDERAL CITY COLLEGE FACULTY, ADMINISTRATORS, STAFF AND STUDENTS: Data, Findings and Implications

I. SUMMARY

FCC's potential role as a prototype for urban universities attempting to help solve city problems warrants close attention to, and analysis of, its experiences, successes, and problems. The following text summarizes the College Survey, one part of the overall research effort. The survey's purpose was to obtain information from people intimately involved with, or affected by, the College's efforts--its faculty, administration, staff, and students--on what they saw as its desired goals, the obstacles facing it, and other topics relevant to the role of an innovative urban university.

From interviews with these FCC people, a number of problems, internal and external, facing an urban land-grant institution were identified, as were a number of ways in which such an institution might solve its problems and achieve its objectives. Specifically, information was developed on and is presented under the following topic headings:

- how the basic objectives of the college are perceived;
- obstacles confronting a "relevant" urban institution;
- college-community relations;
- racial issues;
- decision-making processes;
- students' motivation, views on FCC's "core curriculum," and recommendations to the College;
- factors motivating its staff to come to work at FCC.

The implications of the findings have been translated into a number of specific recommended tasks, divided into two groups: program design and evaluation tasks, and problem definition studies. The full responses to all questionnaires and detailed discussion of the findings which were drawn from them are presented in Appendix A to Volume II.

II. INTRODUCTION

In August 1968, Federal City College initiated a research study entitled The Role of College-Community Relationships in Urban Higher Education, funded by a grant from the U. S. Office of Education. The impetus for the study came from current thinking about possible new roles that urban institutions of higher learning might assume in the context of the realities of modern urban life. A dominant theme in this thinking is the goal of creating institutions directly and intimately involved with the communities in which they are located and which they are intended to serve. Through such involvement, it is envisioned that college-community relationships could be established in such ways that the institution can be relevant and responsive to the particular needs of its urban community. There are many unanswered questions about how, in a concrete instance, the policies, programs, and activities of such an institution should be shaped to achieve the desired ends. Therefore, the attempt to create such an institution is necessarily an experimental, and in part a trial-and-error, effort. This research study was designed to identify and explore the potential ways in which urban institutions of higher education might achieve the new goals.

The Federal City College (FCC) in Washington, D. C. grew from thinking along the lines suggested above; its designation by Congress as the first urban Land Grant College underscores the emphasis on service to the community. Examining the basic premises of FCC, it is clear that a school distinctly different in concept and character from the more traditional pattern is intended. If it succeeds, FCC will be a prototype from which other communities can learn how to create similar institutions for themselves. For this reason FCC has a significance far beyond the boundaries of the community it serves. It offers a laboratory in which to study phenomena which can have far-reaching consequences for institutions of higher education throughout the country. It offers a chance to examine the results of innovative experimentation in educational methods and forms of educational institutions. Most important, since FCC is one specific instance of a general concept and is already involved in the process of creating itself, it provides a unique opportunity, on an appropriate scale and in a meaningful setting, to find out how and to what extent an institution of higher education can be relevant and responsive to the flagrantly unmet needs of our urban communities.

The present report deals with the results of one task of the overall study: obtaining pertinent information, through face-to-face interviews, from the people involved in FCC. Two relatively standardized interview forms were developed. One of these was used to interview a sample of 53 members of the faculty, administration, and staff of the College; the other was used to interview a sample of 67 students. These interviews were designed to elicit the thinking of FCC people on the goals they felt the College should have, the obstacles to achieving them, the nature of the College as they perceived it, and generally the kind of institution FCC should become. The responses to these interviews have been interpreted in terms of what the data suggest are: (1) the major problems involved in defining and implementing educational policies relevant to the needs of the D. C. community, and (2) reasonable approaches to the solution of these problems.

The detailed presentation of findings from the interview study is contained in a 225-page Appendix to Volume II. The present report is an attempt to provide a concise summary and interpretation of the detailed findings as they relate to the objectives of the overall study. In this report, we attempt to: (1) specify a tentative list of design goals for the new College; (2) summarize the major findings of the interview study, and (3) interpret the findings in terms of their possible implications for design goals, policies, and programs of the College.

III. GOALS FOR NEW URBAN INSTITUTIONS OF HIGHER LEARNING

How can institutions of higher learning best meet the needs of students from the inner city? How can these institutions contribute most effectively to the creation of a healthier social and economic environment in the American metropolis?

Federal City College is responding to the challenges facing urban education with innovative approaches that transcend the area of curriculum content and pedagogical technique: FCC policy makers are trying to create an educational institution that is intimately involved in the life of the community of which the College is a part. By eschewing the traditional "isolation" of the American college and university, and by establishing patterns of working relationships and communication with all elements of the Washington community, FCC is attempting to bring its educational and other resources to bear on urban problems while at the same time providing meaningful and useful education to the poor, the black, and the ghetto populations of the Nation's Capital.

Significance of the FCC Approach to Community Involvement

The magnitude of the major problems that FCC must address--for example, poverty, racism, and inadequate and unequal educational opportunities--needs little documentation. Suffice it to note that "almost half of the undergraduate college students in the United States now come from the country's highest family income quartile; only seven percent come from the lowest income quartile"--that the proportion of Negroes in colleges is less than half their proportion of the American population--and that whereas in the highest socioeconomic quartile, 19 of 20 high school students in the top-ability group (top 20 percent) go on to college, in the lowest quartile only one-half of the top-ability group enter college.1/ Reflected in these statistics alone is the failure, and potential, of education to intervene in the cycle of poverty and the human problems associated with the culture of poverty.

1/ Carnegie Commission on Higher Education, Quality and Equality: New Levels of Federal Responsibility for Higher Education (New York: McGraw-Hill, December, 1968), p. 18.

In emphasizing its relation to the community and seeking an intimate involvement in the dynamics of urban life, FCC is essentially testing the hypothesis that relevancy and responsiveness to inner-city problems can best be achieved within an institutional format which stresses community involvement. In the area of higher education, this has not been the traditional point of view, and traditional institutional structures and patterns in education are not conducive to such involvement. For FCC, therefore, innovation in the direction of involvement carries with it not only the complex issues and emotions associated with urban problems, _per se_, but also the problems of evolving a new institutional format and, therefore, new patterns of human relationships within the College itself.

To the extent that these problems are dealt with at FCC, there is a pay-off commensurate with the challenge. The Carnegie Commission has underscored the need, nationwide, for effective approaches to urban higher education:

> The land-grant college movement had a significant effect on the nature of the public and, to some extent, the private university. Today, the pressing problems of the city are calling for a new evaluation of the university's relationship to the city.... If universities and colleges are to aid in the solution of the complex problems of the inner city, they will have to develop new curricular programs and new concepts of public service.[2/]

As the first urban land-grant college, FCC can become a prototype for a new generation of institutions of higher learning--for example, the 500 community colleges and the 50 urban four-year colleges that the Carnegie Commission recommends be established by 1976.[3/] If the FCC approach of community involvement produces satisfactory results, the lessons learned in building this college will be immediately useful to urban educators who recognize the shortcomings of traditional institutions for dealing with urban problems and meeting the needs of inner-city populations.

The growing awareness that institutions of higher education have become irrelevant to the conditions, problems, and needs of our urban communities has led to new thinking on how such institutions might be relevant in the context of the realities of urban life today. Major themes of this new thinking include:

[2/] _Ibid._, p. 45.

[3/] _Ibid._, p. 37.

- Involvement and mutual participation--the institution is an integral part of the community and an active participant in community life; at the same time, community participation in the institution insures a community role in the shaping and operation of the college.

- A focus on community problems--the institution's people and other resources are actively brought to bear on urban problems, and the institution acts as a catalyst for efforts to define and solve community problems.

- A focus on relevant educational experiences--the institution seeks to provide educational experiences that are relevant to the particular needs of its urban, particularly its inner-city, student population; a principal objective is to provide educational opportunities to populations who are largely denied them at present, and in the process to develop more effective instructional methods for that urban student population.

These themes emphasize elements to be added to the more traditional educational objectives.

There has been a general tendency for colleges and universities to form their own sub-communities within the larger ones in which they are physically located. Schools tend to be insulated and isolated from the larger community--their ties are with other academic communities and not with the community in which they are located. In the new concept, the idea is to strip away the boundaries which separate school and community and to encourage and facilitate participation by the community in the school and involvement of the school in the community. It is also part of the concept that the school should serve the community, but not in any charitable sense, and not from the viewpoint of a magnanimous philanthropist who bestows on the community whatever he thinks it needs. Rather, the idea is that the school can help provide a catalyst for the community's making decisions and taking action in its own behalf; and the school can help provide the facilities, skills, and resource personnel to undertake agreed-upon action programs. Further, the school can equip its students through educational experiences to become effective members of the community and to assume leadership roles in community self-help activities.

It is clear that a school distinctively different in concept and character from the more typical pattern is intended, but there are few guidelines for how to create such an institution and there are many obstacles. Given the kinds of goals described, the key question is how to translate them into specific organizational structures, policies, programs, and facilities which will achieve these new objectives?

Two categories of problems facing such an institution can be distinguished: (a) internal problems having to do with organization, policies, and procedures; and (b) external problems having to do with the relationships of the school to various parts of its community. While these are different kinds of problems, they are not really separable, because what is done internally affects external relationships and vice versa. It is important, therefore, that both kinds of problems be considered from the perspective of the total institution.

A major objective of the overall FCC Research Project is to identify and explore the potential ways in which urban institutions of higher education might achieve the new goals. To examine in greater detail the specific findings of the study, it is appropriate first to establish some of the important characteristics of the situation within which this creation of a new community-oriented school of higher education is taking place. Three kinds of considerations will be noted: (a) characteristics of the potential student population; (b) characteristics of the community; and (c) general characteristics of the situation.

Characteristics of the Potential Student Population

Being relevant means, in part, recognizing the particular needs of the potential student population and translating that recognition into appropriate policies, curricula, services, and programs. The potential student population is distinctly different, in particular ways, from the more typical student population in the country. The more important of these differences reflect the fact that a relatively high proportion of FCC's potential students:

a. are Negroes (over 90 percent of the student body at present);

b. are poorly prepared for traditional colleges by inadequate secondary schools;

c. lack the financial resources required for a college education;

d. do not go directly from high school to college;

e. must work part- or full-time while going to school;

f. are motivated to seek education by factors tied directly to increasing their incomes;

g. do not come from families typical of college students in general;

h. do not meet typical college entrance requirements on one ground or another;

i. have significant financial responsibilities for their immediate or extended families;

j. are fundamentally angry with their lot and have high motivations to change it;

k. are questioning or reject many of the basic values of the predominantly white society.

Being responsive to the educational needs of the urban community means gearing the institution to meet the needs of a student population with characteristics like these. Again, the unanswered critical question is: How to do it?

Characteristics of the Urban Community

Like most other American cities, the Nation's Capital is simultaneously beset by problems of coping with the new, burgeoning technology, on the one hand, and problems arising from the older social, economic, and political concerns that have plagued the American city. The literature on urban ills is prodigious in its own right and requires little attention here, but four characteristics of the District of Columbia have special relevance to the task set for FCC. These characteristics relate to racial issues, the peculiar relationship between the U.S. Congress and Washington, D.C., the restricted opportunities for higher education, and the inadequacies of public secondary schools.

- The issue of race. The majority of the District's population is black and a large part of the city is a black ghetto. Racial issues are salient aspects of the growing movement in the black community to change its condition. The drive for equal opportunity, justice, and dignity takes many forms and pervades almost every significant community issue. Division and racial conflict are facts of life which a community-oriented institution must confront. Perhaps the most significant measure of FCC's achievement of relevance is its success in dealing with problems emanating from racial issues.

This requirement for relevance to racial issues poses a dilemma for the College. To be responsive to the needs of the black community, the school must address the questions of economic and political control in the District. But the existence of the College depends on white-controlled political and economic institutions, and that control is in a number of cases threatened by currents at work in the black community.

- Congressional control of the District. The College is not an independent institution but one that must function within a unique double-dependency relationship. The D. C. community which FCC is intended to serve is not self-governing but dependent ultimately on Congress, which created the College and provides it with funds. But Congress is not the community that FCC seeks to serve. This factor can be expected to be a continuing source of ambiguity and an important influence on FCC policies, programs, and activities.

- Inadequate opportunities for higher education. Although educational opportunities exist in the city for those who can meet the educational prerequisites and financial requirements of the more traditional institutions, the general inability of the potential FCC student population to meet either of these standards results in the denial of higher educational opportunities to a large part of the community. The College's intent to be relevant clearly implies its readiness to deal in non-traditional ways with both costs of education and the generally low academic qualifications of potential students (as these qualifications are typically measured).

- Inadequacies of public secondary schools. Closely related to the preceding point is the fact that the District's secondary school system has generally failed to provide adequate preparation for higher education. Traditional assumptions about academic and entrance requirements cannot be made, and College policies, curricula, services, and community-oriented activities must take account of this fact. An immediate implication is the need for extensive efforts aimed at academic repair and upgrading.

Characteristics of the Situation

In addition to the characteristics of the potential student population and the D. C. community which have been mentioned, there are situational factors which are likely to influence the development process of FCC. Two of these factors are noted below.

The Educational "Cake of Custom." A thick, hard "cake of custom" overlays our educational institutions and tends to define the realities of educational institutions in ways which conflict with or exclude the innovative goals of the new institutions. This "cake of custom" tends not only to shape what people think educational institutions are and what they "ought" to do, it also permeates the whole system of rewards and sanctions within the educational community. Teachers, administrators, and students who conform to the system as it is tend to be rewarded, while those who do not so conform tend to be excluded. Anyone who has risen through the academic system can hardly help being conditioned, both consciously and unconsciously, by the system as it is. To innovate in educational institutions is to swim very much upstream. Are there enough otherwise qualified people to be found to staff the new institution who are willing to pay the price exacted from the innovator?

The Need to Establish Legitimacy. Another obstacle with which such a new institution must contend is the need to explain itself effectively to its various publics and constituencies. A traditional institution does not face this need because its continued existence tends to explain itself--everybody already "knows" and generally accepts what the institution is and what it is trying to do. Not so with a new institution which presumes to depart from the accepted traditional pattern. Strong needs arise for the institution to explain the desirability and validity of what it is attempting to do and why it is doing it in the particular ways chosen. It must do this not only with the groups who furnish funds, but equally importantly, with the community at large, and with the sub-communities--such as the potential student population--who interact directly with the College. If it is to succeed in achieving its goals, it must, at some point in time, become perceived as a useful and legitimate institution. In all probability, the school's ability to effectively explain itself will ultimately depend on the extent to which it can translate its innovative goals into practical demonstrations in fact. The pragmatic implication for the school is the real need for settling ideological and theoretical differences by experimental applications which provide palpable demonstrations of results.

Design Goals for Federal City College

The following list of design goals represents an attempt to state FCC's general objectives more explicitly and in ways that take account of the wider context in which the College is being created. The design goals are characteristics of the institution which appear desirable in light of the underlying purposes and situational factors discussed above.

The following list is tentative. As the College evolves and experience with it accumulates, the set of design goals would almost certainly be modified. In their present form, the design goals represent a necessary step in the direction of more "operational" statements of objectives--these goals afford a basis for considering the implications of findings from the interview study of the students, faculty, administration, and staff of FCC. The list below should not be presumed to represent accepted doctrine or a consensus among FCC policy makers.

(1) To gain recognition as a higher educational institution of great importance to the D. C. community.

(2) To establish the FCC degree as a recognized sign of educational quality.

(3) To participate actively in a wide variety of community activities.

(4) To establish the means by which the community can participate in shaping the College.

(5) To establish the capabilities and the means for "explaining itself" effectively to its various publics and constituencies.

(6) To develop processes for resolving internal conflict and achieving participatory democracy in the shaping and control of the institution.

(7) To shape educational experiences that are relevant to the College's student population.

(8) To develop more effective instructional methods for this student population.

(9) To design and implement extensive "educational repair" services and programs for the student population.

(10) To maintain an "open-door" policy that provides educational opportunities to populations now denied them.

(11) To develop curricula and schedules appropriate for students who must work full- or part-time.

(12) To develop policies, curricula, and programs that meet the challenges posed by racial issues--including constructive approaches both to the issues, *per se,* and the dynamics of racial conflict as it affects all of the populations involved in it.

IV. SUMMARY OF FINDINGS FROM INTERVIEW STUDY OF FACULTY, ADMINISTRATION, STAFF, AND STUDENTS

The detailed results and analyses of the interview study are presented in the 225-page Appendix to Volume II. From that detailed presentation we have attempted to extract and present in this chapter what appeared to be the major findings that have operational implications for the College. In this summary, we have stated the findings as generalizations without the detailed and quantitative supporting data which are presented in the Appendix. The chapter is organized under major headings that correspond to the major sections of the Appendix, in which the reader may readily locate the specific questions and responses from which these generalizations were made.

When the interview study was conducted, Federal City College was truly in a fledgling state. Pretesting of the interviews began in August 1968, and interviewing was completed on the initial sample of 53 members of the faculty, administration, and staff4/ by 25 September. A second interview form was then developed for the student sample, and interviewing of 67 students was completed by 10 October. The findings, therefore, have particular reference to that time period, and it would be surprising if some of the views expressed at that time had not already changed. It is hoped that continuing study can help to establish the directions and characteristics of such changes as the College develops.

How the Basic Objectives of the College are Perceived

There was a fairly high consensus on the objectives which the College should have. Three general themes emerged, with a number of variations on each.

(a) The "Marketable" Degree Theme--emphasis on a high-quality, relatively standard education.

(b) The Community Service Theme--emphasis on developing College-community relationships, on providing assistance in assessing community

---

4/ In the following discussions, we have adopted the convention of referring to faculty, administration, and staff, considered as a single group, with the shorthand term, FAS.

needs, and on developing effective responses to those needs.

(c) The Black Culture Theme--emphasis on creating and developing a sense of black culture.

Some saw these three different emphases as compatible, while others tended to perceive them as actually or potentially conflicting. There was a tendency for the FAS group to highlight the Community Service and Black Culture themes, whereas students tended to emphasize the Marketable Degree theme. When the responses of different subgroups are compared--white versus black, male versus female, faculty versus administration, etc.--there is greater disparity within groups than between groups. This means, for example, that differences in responses among blacks and among whites were greater than the differences between whites and blacks.

There appeared to be a high degree of ambiguity on whether, to what extent, or in what ways the College should explicitly assume the role of an active social change agent. We believe this is an important and unresolved issue at FCC. It is our general impression that, while there is high consensus on basic objectives, there are also important perceived differences and emphases which are potential sources of conflict within the institution. To the extent that this impression is correct, there exists a need for internal processes that encourage more individual expression of opinion, that allow such views to be considered, and from which more explicit statements of objectives, philosophy, and specific issues can evolve.

Obstacles Confronting a Relevant Urban Institution

There was little agreement on the nature of the obstacles and problem areas confronting FCC. Perhaps the most important finding is derived, not from the views expressed concerning conflict areas within the College, but from the type of disagreement shown by the responses themselves: Although differences of opinion between faculty and students, between black and white, and between administration and faculty have been considered potential trouble areas at the school, the responses to the obstacles question reveal that disagreement within groups is far greater than that between groups.

If one assumes that an individual's behavior is influenced, in part, by what he perceives as the obstacles to be overcome, then the considerable differences in perceived obstacles among personnel at FCC would indicate that this is another area in which potential conflict might be reduced by explicit identification of the differences and free and open discussion of them.

A point of departure for such discussions could be selected with reference to the topics on which agreement appears relatively high; about one-half of the FAS sample agreed that at least three of the following obstacles are in fact present:

(1) the College would arouse hostility in its funding sources if it carried out the programs it should undertake;

(2) factionalism within the College would greatly diminish its effectiveness;

(3) racial factors would prevent good cooperation both within the College (between black and white faculty members) and between the College and other groups and agencies in the community;

(4) D. C. high schools do not adequately prepare their students for college work.

College-Community Relations

As expected, there is wide agreement that the College should relate closely to the D. C. urban community--particularly its black, ghetto, and poverty populations. But there appears to be no consensus on the emphases to be reflected in that relationship--for example, how the academic and community roles should be ranked in relation to one another--or on the specific ways in which College resources should be used in community-oriented programs.

However, certain themes recur in many of the responses; these themes presumably indicate areas of agreement that can be broadened and areas of latent or open disagreement that must be taken into account as the nature of College-community programs is defined by FCC people.

Most FAS respondents endorse the proposition that the College should constitute a resource center at the disposal of the community, although there is noticeable disagreement as to how actively or passively the College should use these resources--that is, whether it should actively go to the community or wait for residents and organizations to come to the College. In either case, little in these responses indicates much thinking on how the College would decide whether or not to undertake a specific project or activity. Neither do the FAS appear concerned over assigning priorities among the many different community-oriented projects that, individually, they recommend be undertaken.

Students' responses indicate that they would emphasize, first, the training of students (who in turn might work on community problems) and indirect action in the community (to improve the educational system, foster community pride, etc.), and secondly, direct action to deal with community problems. Students' responses at the time of interviewing, of course, reflect the relative unfamiliarity of most of them with possible FCC community-oriented projects; but students also expressed considerable concern that non-strictly-academic concerns of the College might lower the quality of their education or the acceptability of their degrees in the marketplace.

A promising area in which to develop community-oriented FCC programs, these responses suggest, is that of public education. Among FAS, public education in Washington was the most frequently mentioned urban problem; among students, it ranked second only to housing; and one group of FAS clearly stressed the view that FCC's community orientation should focus on improving the public school system and helping students--from pre-school through adult--to profit by that system and by FCC's presence.

An often unstated, or imprecisely stated, prerequisite for many of the recommended community-oriented activities of the College is better communication between FCC and the people of Washington. Many ideas on how to improve communication were suggested by FAS--for example, going through students to the community, or working with existing organizations--but more attention clearly must be focused on this problem of communications if many of the recommended College activities are to be initiated and their impact assessed. It should be noted, in this connection, that few existing formal organizations are perceived to really represent or contact the "community;" 35 percent of the projects recommended by FAS appear to focus on the "neighborhood" as the level and scope of organization required for effective action.

Views on Racial Issues at FCC

It is our impression that racial issues are the most important problems confronting those seeking to create FCC. We would have to predict that what FCC does with respect to policies and programs having racial implications will be among the most critical determinants of the College's ultimate success in achieving its goals.

On the question of the future racial composition of faculty, administration, and staff, the alternative which the majority most preferred is that they should be recruited and retained on grounds independent of race. However, very few predicted that this alternative would occur--the largest number believed that the composition will become evenly balanced. On this question, therefore, there is a substantial difference between what people want and what they predict will happen.

Virtually no one wants the faculty to become mostly white or all black. About one-third of the total FAS prefer the faculty to become mostly black and a greater percentage of white than black FAS prefer this alternative.

When we look at how accurately people in different groups at FCC perceive the opinions of other groups (and their own), we must conclude that a fairly high degree of inaccuracy prevails. People tend to believe that others do not agree with them. They are generally wrong in this. The different groups actually agree pretty well on what they prefer, but they don't believe that they agree. They perceive differences where differences do not exist. On both of the questions on which we had such data, the general picture was that there existed comparatively little actual disagreement, but substantial perceived disagreement.

The relative accuracy of the three different groups--white FAS, black FAS, and students--among which comparisons could be made was as follows:

(a) Accuracy of perceiving black FAS preferences

  (1) Students were most accurate
  (2) White FAS were intermediate
  (3) Black FAS were least accurate

(b) Accuracy of perceiving white FAS preferences

  (1) White FAS were most accurate
  (2) Black FAS and students were about the same

(c) Accuracy of perceiving students' preferences

  (1) White FAS were most accurate
  (2) Black FAS were intermediate
  (3) Students were least accurate

The phenomena revealed by these findings deserves further study in order to determine what may account for the general lack of accuracy and for the particular pattern of relative inaccuracies among the three groups.

On the question of whether there were any important disagreements, tension, or conflict between white and black FAS members, a large majority of the FAS said there were and an equally large majority of the students said there were not. The particular nature of the conflict was seen by nearly two-thirds of those who believed conflict existed as being related to an underlying polarization between white and black.

On the question concerning how racial conflict at the College might be resolved in the future, the same pattern described earlier was found--the majority preferred one particular alternative, but few predicted that alternative would occur. In terms of accuracy of perceptions of other groups' preferences on this question, black and white FAS do not differ in accuracy in estimating black FAS preferences. A large difference occurs, however, in estimating white FAS preferences--the white FAS are far more accurate than the black FAS.

There were two race-related questions asked of students only. One concerned whether the College should take an active role in trying to improve race relations. A majority thought it should, but over one-third thought either that it should not or that this should not be a major purpose of the College. A question was also asked concerning how important it was for FCC to place a strong emphasis on the study of black culture. The responses indicated that FCC students consider the study of black culture extremely important. The discussions with students on this question suggest a qualification to the bare quantitative responses. Students appear to be saying, "Yes, we approve of and want courses on black culture, but we don't want the school to get hung up on black culture, which might jeopardize the future of the school and therefore, our only opportunity for higher education." In other words, "let's do it, but let's do it quietly."

Our overall impression from the responses to the question on racial issues at the College is that in this area, people at FCC are not communicating effectively with each other. There exists a tendency to falsely attribute opposing motives and opinions to others when in actual fact there exists little objective disagreement.

Views on Decision-Making Processes at FCC

The most significant finding indicated by these responses is that most FAS have not developed an explicit set of priorities among the objectives and activities they espouse; and they have not (or had not) given much detailed thought to the mechanisms or procedures that might be used to allocate College resources to a variety of purposes. If this finding accurately reflects FAS thinking, it suggests the difficulty of ordering and ranking goals in an innovative institution that is taking shape in the complex environment of urban problems on which it is attempting to take action. But it may also reflect the lack of preparation of academically oriented people to deal with resource allocation problems at the level of the total institution.

On the basis of even these limited data, it seems appropriate to point out that wider implementation of the urban land-grant concept would necessarily involve academically experienced people, that these people would probably have to function in less structured organizations than those to which they have been accustomed, and that if they are to participate meaningfully in decision-making processes, their thinking on activities to pursue and on the resources required must shift from the level of the single course, the project, or the department to the level of the total institution. If this shift is to be made smoothly--if the perspective in which individual activities are selected, and supporting resources requested, is to be expanded--then some means should be developed for familiarizing faculty and administrators with problems of, and processes for, ranking objectives and allocating resources at the total-institution level. Further observation of FCC decision-making processes should indicate how the FAS adapt to this demand for viewing the College in terms broader than their own areas of expertise, projects, and staff positions. And such observation may suggest new means for acquainting urban land-grant college staffs with this requirement, and for assisting people in making the shift in thinking that appears to be necessary.

The FAS responses also suggest that people in colleges like FCC will be sensitive to perceived community needs as they do assign priorities to college activities--and that this sensitivity has important implications for the mechanisms and processes that will be developed to guide resource allocation and policy making. For example, a sizable proportion of FAS feel that decisions affecting the community should be made partly by community residents; typically, this statement emphasizes the "grass-roots" as opposed to most existing organizations that traditionally have been viewed as speaking for or articulating community opinion. FAS tend to focus on perceived community needs and anticipated project results, rather than the availability of College resources for a project. This focus is partly another variant of the priorities-and-perspective problem already discussed, but it also suggests a need for new "hard" or generally accepted indicators of project impact--indicators that can be used in FAS discussions about which project should and should not be undertaken. Overall, we were surprised by the tendency toward vague and unformed responses in this area. The responses suggest that very few FAS are concerned with the problem of criteria for resource allocation and that the whole question of decision-making processes at the College is an undecided and unclear matter.

Students' Motivations to Obtain Higher Education

If FCC is typical of what will become the urban land-grant college serving the educational needs of inner-city dwellers, it can be predicted with relative certainty that great numbers of students in these institutions will be motivated strongly to obtain a college degree for the purpose of improving their competitive position in the job market. The college degree is seen by this group as a potential key to a higher standard of living, increased earning power, and greater opportunity for locating a job which is more desirable than would be those available without a college degree.

A quite high level of aspiration might also be predicted for inner-city residents embarking on a college career. The students interviewed at FCC showed evidence of having aspirations at a very high level in both immediate academic terms (*viz.*, level of degree desired) and ultimate economic terms (i. e., highest salary expected during working life). In fact, it is our impression that the level of aspiration of the students interviewed would rank somewhat higher than the norm for student populations generally.

The emphasis that students place on acquiring "credentials" useful in the traditional economic sense, however, should not be interpreted as overriding their concern for traditional "non-economic" or "cultural" learning. Within the black student community, there appears to be a widely shared perception of the relation between economic and professional advancement, on the one hand, and the need for social awareness of how the "system" works and can be changed, on the other. Therefore, while these data suggest a primary student concern with education's role in furthering economic advancement, that fact does not mean the students view cultural and social areas of education as merely peripheral to a focus on the "marketable" degree.

Students' Views on the Core Curriculum

Although the students interviewed appeared generally conservative on other social, political, and educational matters, only a few of them reject this new approach to learning simply because it is not the traditional approach. Neither can it be said that the concept is overwhelmingly embraced by students. Most appear to be withholding judgment pending further experience with the idea. The tone and content of their responses suggest one potentially important observation that should be considered by people attempting to implement the urban land-grant concept in other locales--namely, that innovative or non-traditional approaches to education will not necessarily be perceived as such by students who are unfamiliar with higher educational programs; as a result, in some respects the student may become the most objective source of information on impact, simply because his observations of a new practice will not be biased by previous experience or theoretical views of alternative educational methods and approaches.

Students' Recommendations to the College

Students at FCC appear to be primarily concerned with acquiring a high-quality education, with a degree that will be generally accepted in the academic and professional worlds. Their outlook, whether it be in regard to teaching methods, curriculum content, educational materials, or racial policies regarding makeup of student body and staff, has a decidedly traditional and moderate tone. This does not mean that they reject innovation, nor even necessarily that they are unsympathetic with liberal or "radical" elements seeking to change the American system in various respects, but rather that they want no "extremism"--either educational, social, or political--in a form that might jeopardize the College's continued existence or their acceptance as graduates of a bona fide college.

Again, the results from this question would probably have greater value if asked later or at the end of the first academic year. The responses are based on minimal experience at the school and one would reasonably expect substantial changes in student viewpoints as time passes.

Factors Motivating FAS to Come to Work at FCC

Professional opportunity is associated with social relevance in a large number of the FAS responses. There is a widespread feeling that educational settings typically do not encourage effective responses to urban problems--and that FCC offers an opportunity to break this crust of institutionalized constraints. The College is seen as a setting in which existing theory and existing but not widely adopted methods can be applied in a way that will produce measured (perhaps even dramatic) impact in the area of urban problems. The prospect of being directly involved in the solution of racial and social problems is a corollary attraction, emphasized by fewer people. The opportunity to apply professional knowledge constructively, however, was more evident in these responses than the end result of that application--the solution of urban problems.

The motivations highlighted above should not be viewed as operating in a vacuum, of course; FAS responses include the usual range of motivational considerations--financial factors, personal advancement, professional development, etc.

V. IMPLICATIONS OF THE FINDINGS

Two sets of implications have been drawn from the pilot study--implications for:

A. Program Design and Evaluation Tasks

B. Problem Definition Studies.

The program design and evaluation tasks are those in which we have sufficient confidence on the basis of the preliminary study to recommend for consideration by the College. Each of these tasks involves the design, implementation, and evaluation of particular activities and programs.

The problem definition studies involve further data gathering for the purpose of more precise problem definition. This listing is essentially a set of problem areas, identified in the preliminary study, which we believe require further detailed study before specific action programs should be recommended.

In the following pages, specific tasks are briefly described or listed. No attempt is made to spell out the detailed steps that would be involved in carrying out each task, and no particular ranking of importance is implied by the order in which tasks are listed.

A. Program Design and Evaluation Tasks

1. Experimental Approaches to Stimulating Community Involvement and Participation

FCC is committed to community service programs in which the community is involved and participates, but the most desirable ways of achieving community involvement by such an institution are not known; it becomes especially important, therefore, to assess, systematically, all community activities that are undertaken.

2. Leadership Training for Black Students

One of the objectives of FCC is to produce trained black students capable of assuming effective leadership roles in the community. Given the fact that the role of the effective community leader is not one which has been generally open to blacks in the past, and that as a result there is comparatively little experience in that role among black people, one appropriate activity of the College would be to develop training experiences aimed specifically at teaching leadership skills for black people. Such training should be distinctly different in a number of critical ways from typical existing leadership training, because it would need to deal concretely with the particular obstacles which blacks must overcome to assume leadership roles and with the particular characteristics of the social situations in which such roles are now being created.

3. Student Participation in Generating Philosophy, Objectives, and Policies of the College

Several procedures could be established immediately to implement the objective of obtaining constructive student participation in shaping the College. Already students hold membership on policy making committees; this procedure could be more fully articulated and publicized. Clear-cut resolution of the extent, role, and method of student participation in the decision-making apparatus of the College is badly needed and far from achieved. In addition, other procedures can be readily established:

(a) Systematic, continuous data collection from students on knowledge, attitudes, and preferences concerning the full range of policy issues. This data collection would involve a large and systematic sample of students; the sampling should take account of all different interest groups within the student body and the length of time at FCC. Data should be collected from all students on entrance and periodically thereafter.

(b) Students could also form one special subpopulation to regularly respond to the Community Advisory Questionnaire, discussed as Task 6, below. The main idea behind the Questionnaire procedure is to provide a regular means for all groups in the community to contribute to policy deliberations.

4. Two-Way Communication System between Decision Makers and Research Activities

The research study of which the present report is one part was conceived as a pilot effort leading to the design of a continuing research activity which would form an integral part of College operations. Its primary purpose would be to provide useful information to College decision makers on policy and program issues; in particular, it would provide performance data on various College programs as a basis for improving their effectiveness.

To fulfill this function in the most useful and efficient way, there must be a systematic institutionalized means for both identifying research needs emanating from the community, faculty, administration, and students and for making decision makers in these groups aware of the results and possible implications of the research activities. The system should include identifying the different groups within and associated with the College, establishing regular communication channels, and ensuring regular two-way flow of information along these channels. Establishing such a system would constitute perhaps the first attempt to institutionalize a process which is typically performed, if at all, in an ineffective and ad hoc manner.

5. Experimental Public Information Programs

In the present study, the need for a special public information program was identified as critical to the College. Because of its unique situation, FCC must establish the legitimacy of its existence and of its particular characteristics. It must, in short, convince its various publics of the desirability and validity of what it is doing. In view of the fact that this would appear to be a critical design requirement for the College and one for which traditional methods and past experience offer little guidance, there is a need to experiment with a variety of programs in order to determine those which are most effective.

Since the need is pressing, its solution can hardly wait for the results of unsystematic trial-and-error methods. The efficiency of the search for effective methods can be increased if the programs which are tried are subjected to systematic assessment. This would mean that appropriate measures of the effectiveness of public information programs would need to be developed and applied to such programs in an experimental context. The results could then be used immediately to design more effective programs.

6. A Procedure for Obtaining Citizens' Contributions to Policy Deliberations of the College

This task, which can be undertaken immediately, is one specific instance of a number of possible means for creating meaningful ways for citizens of the community to participate in shaping the College.

A procedure could be established on a regular basis (every two months, for example) which would be designed: (1) to inform the public of particular policy questions under consideration, and (2) to obtain their opinions on the questions involved. A particular set of policy issues would be identified as the subject matter each time the procedure is used. Pertinent background material and a questionnaire would be prepared. These would be mailed to selected samples of D.C. area residents. Sampling procedures could be developed to permit sampling a cross-section of the public and any subgroups of particular interest. The questionnaire, which might be called The Community Advisory Questionnaire, would be designed to solicit information on the policy questions which would provide useful inputs into the policy deliberation process. The responses on the questionnaire would be rapidly tabulated and the results summarized and made available to the decision making groups. It may also prove useful to mail out a summary of the results obtained to citizens who participated.

The whole procedure could be developed into an inexpensive, efficient, relatively routine process which has considerable potential as an effective means for the College to implement its goal of participatory democracy.

7. Training Experiences Designed to Improve Black-White Relationships

One conclusion of the study was that racial issues are the most important problems confronting those seeking to create FCC. It was also found that the black-white polarization increasingly recognized as characterizing our society as a whole was thought to be a dominating characteristic existing within the faculty and administration at FCC. On the basis of the interview study results, we predicted that if the College is to achieve its objectives, it must find a satisfactory resolution to the racial conflict, both real and perceived, which permeates the relationships among FCC personnel. As long as this conflict persists, the struggle for power is likely to take precedence over productive activities.

With full recognition of the inherent difficulties involved and the potential source of increased controversy such a program is likely to become, we would identify as one critical task the establishment of a program designed to help FCC personnel confront the issue of their own racial conflict and to develop ways to resolve it.

A variety of training methods are becoming available for this kind of a program as particular groups throughout the country are beginning realistic efforts to deal with the fundamental problem. Available methods should be examined and perhaps tried. Of the greatest significance for the future of FCC may well be the success of FCC personnel to confront and resolve the conflict internal to the College which is rooted in racial issues.

8. Training Program to Develop Capabilities for Dealing with Interracial Conflict

This task is related to the previous one and to a certain extent presumes some success with it. If the College is to be relevant to the problems of the D. C. community, it must necessarily confront and deal with racial conflict within the community in almost any activity in which FCC becomes involved. The Kerner Commission Report has made clear the need for massive change in the behavior, attitudes, and values of both the white and black population. People with the proper training and methods must help interested groups of people in the community to become aware of their own racist behavior and attitudes, the racist characteristics of the institutions which they control and manage, and the actions needed to eliminate the root causes of racial conflict in the community.[5] It would be highly consistent with the community service objectives of FCC to develop a program designed to equip individuals with the skills and knowledge which would enable them to perform this function. In addition to its own training program, FCC could stimulate and assist other educational institutions in the area to create similar programs.

9. Implementing "Student-Oriented" Philosophy

Faculty and administration personnel placed heavy stress on creating a college which is committed to a student orientation--i. e., a college whose policies and activities are primarily focussed on meeting the needs of this particular student population. This orientation includes not only providing relevant educational experiences for such students but also creating the opportunities for them to participate in the shaping of the College. Tasks 3 and 6 above offer some specific programs which would help implement the general philosophy. But far more is needed if the general philosophy is to become a reality rather than lip service paid to an ideal.

---

[5] The word, racist, in this report does not imply intent, motivation, or even awareness--it is used to describe behavior or practices, the effect of which is to discriminate on racial lines regardless of intent.

An important part of what is needed is a comprehensive definition of what a "student orientation" means. This would require supplying satisfactory and acceptable answers to a large number of questions similar to the following: Who is to define the needs of students? Precisely what roles will students, faculty, and administration have in defining them? Who has decision making power in this area? To what extent will students' perceptions of their needs take precedence over the faculty's or administration's perceptions of what their needs really are? How will the College allow for variety and differences among student needs? How will conflict over what student needs are be resolved? The failure to develop workable, acceptable, and public answers to these kinds of questions will result in the "student orientation" of the College becoming a meaningless catch-phrase, with its potential benefits never realized in a practical implementation of the general philosophy. A program designed to articulate the meaning of "student orientation" and to identify the specific ways in which it could be implemented would be a meaningful task for the College to undertake.

10. Student Career Counseling Program

There exists among the majority of the students at FCC an extraordinarily high level of motivation to prepare themselves for successful performance across the whole spectrum of careers in the economic marketplace. For most of these students, the paths to success in these careers cannot resemble the typical paths by which white students prepare for, enter, and progress in their chosen careers. The experiences of white students in career development offer only partially relevant guidelines for the typical FCC student aspiring to the same careers. Again, if the College is to be relevant to the needs of its students, it needs to recognize these facts and create special career development programs which will help the student to bridge the gap between the formal training he receives and the particular obstacles he must overcome if he is to succeed in his chosen career.

In addition to courses which could be developed to deal with the general problems that black ghetto students will encounter in pursuing successful career development, there is need also for individualized career counseling which would help a student become aware of, and develop solutions for, the individual and particular problems he faces. A program going far beyond the scope of the typical vocational counseling program is called for.

11. "Feedback" Seminars to Provide for Systematic Evaluation and Exchange of Experience Gained from Actual College-Community Programs

Since the College is trying to create a variety of meaningful College-community programs in order to carry out its community service objectives, and since there exist so few guides or precedents as to how this can be done most effectively, it makes sense to try to maximize learning from initial efforts in this area. It should be possible to establish a series of seminars in which work in particular programs is reported and their actual impacts are assessed and compared with what was intended. A carefully designed program could provide immediate learning experiences relevant to the questions of how to develop and implement effective College-community programs.

12. Conflict Resolution Process

Not unexpectedly, the effort to convert the general objectives of FCC into a living reality in an exceedingly short period of time has perhaps enhanced rather than reduced the opportunities for conflict over the policies and activities of the College. The interview study found sharp conflicts to exist, of which many (but by no means all) were rooted in racial issues. From the perspective of the total institution, one would expect that either the institution would find an acceptable and workable method for resolving such conflicts, or that the conflicts would tend to be converted from substantive disagreements into struggles for power. Unrelenting power struggles would surely destroy the institution in the long run.

It is especially important, therefore, that a new institution (engaged in the process of creating itself, like FCC) needs to commit itself to the task of devising a workable and acceptable process through which important conflicts among personnel within the institution can be considered and resolved.

13. Alumni Association Plan

Some new concepts of what an alumni association might be, and what non-traditional functions it might serve for the College, suggest that an investment in examining the possibilities and developing some preliminary plans would be worthwhile. Highly consistent with the overall philosophy of the College would be an active alumni who composed a resource base on which the College could draw. An alumni association could be a highly useful source of information on employment opportunities and on "lessons learned" in the occupational market place by former students. Successful FCC graduates might also provide models for ghetto-raised students, who have lacked appropriate models with whom they could identify. Even before a real alumni exists, there is the possibility of creating "honorary" alumni and initiating an alumni association which might begin to serve some of these new functions in the present. An appropriate task, therefore, would be to identify all the ways in which a well-conceived alumni association might contribute to achieving the objectives of the College, and to lay out specific plans for creating such an association.

14. Annual FCC Conference on D. C. Urban Problems

A fitting regular activity of FCC would be the establishment of an annual conference on D. C. problems. The relevance of such an activity to the overall objectives of the College, as well as to a large number of its specific programs and activities, is obvious. The public information value of the conference could be considerable. Furthermore, it could provide a forum where the College could make known its community-related activities and objectives. The conference could serve many information exchange functions and could aspire to become an important instrumentality for focussing, mobilizing, and coordinating the diverse organizations and interests who are dedicated to bringing about positive social change in the D. C. community.

B. Problem Definition Studies

In this section, the tasks listed are research studies, the results of which would be of immediate utility to FCC and would also have more general usefulness to other institutions facing similar problems. Only the first study in the list, which would be the keystone study for any on-going research activity, is discussed. The remainder are simply listed by descriptive titles.

1. Development of Criteria for Measuring the Impact of College-Community Activities

The central question underlying the whole array of FCC activities is that of creating effective College-community programs. If that question is ever to be answered, the meaning of "effective" must be defined and objective measures of effectiveness must be developed. Such measures would be used to:

(1) appraise the impact of specific programs,

(2) compare the impact of different existing programs,

(3) relate impacts to various costs (time, funds, etc.) associated with a program,

(4) estimate the impact or relative impact of proposed future programs,

(5) provide a data base for improving the effectiveness of future programs,

(6) provide guidelines for developing FCC programs that would maximize the total impact of the College on the community, taking account of such facts as the mutual reinforcement of impacts resulting from various combinations of potential programs.

Developing impact criteria would be a difficult and complex undertaking, inasmuch as the state-of-the-art in this field is clearly not adequate to the tasks required. There is encouragement, however, from developments in at least three areas of methodology: social indicators, cost-benefit analysis, and social system analysis. The possibility of combining certain elements from these three areas suggests the directions which a productive effort aimed at devising usable and useful impact criteria might take.

On the basis of our experience in the pilot study, we recommend that the core effort of future research activities at FCC be the development of impact criteria.

2. Other Research Studies

Other studies which appeared desirable on the basis of the pilot study are listed below.

2. Determination of the Most Desirable Community-College Programs

3. Determination of Feasible and Desirable Ways for FCC to Relate to Other D. C. Agencies and Organizations

4. Determination of Resistances to and Constraints on FCC Community Service Programs

5. Determination of Specific Ways College Could Perform "Mediator" Role in Intra-Community Conflict Situations

6. Identification of the Different Ways College Can Serve as Resource Center for Community

7. Study of "Crash Mobilization" Possibilities for College to Aid in Timely Responses to Community Problems

8. Determine Most Effective Approaches for College to Initiate Community Involvement in Community Service Programs

9. Determine Most Effective Ways for Involving Community in Activities, Planning, and Decision Making of College

10. Determine Most Appropriate Reconciliation and Articulation of Academic and Community Service Programs

11. Determine Most Appropriate Criteria for Faculty Recruitment

12. Determine Feasible Programs for College to Undertake in Area of Housing

13. Assessment of Student and FAS Experience with Core Curriculum Concept

14. Assessment of Black Studies Program

15. Continuing Study of Students' Utilization and Evaluation of All Services Provided by College

16. Determine Feasible and Desirable Exchange Programs with Other Schools

17. Study to Determine Most Desirable Organizational Structure for FCC

18. Analysis of Design Requirements Arising from Rapid Future Expansion of FCC from Small to Large University

19. Determine Feasible and Desirable "Release-Time" Policy to Permit Faculty Participation in Community Projects

20. Determine How FCC Should Present Itself through Public Information and Other Programs to Various Sectors of the Community

21. Study of Ways College May Inadvertently Arouse Hostility and How It Could Avoid Doing So

22. Continuing Assessment of Nature and Extent of Racial Conflict at FCC and of Activities Which Appear to Increase or Decrease It

23. In-Depth, Over-Time Study of Motivational Factors Influencing Students to Come, Not to Come, or Drop Out of FCC

24. Assessment of Impact of FCC Experience on Students over Time (Knowledge, Skills, Attitudes, Values, Behavior)

25. Determine Student Recommendations for Policies and Programs of College

26. Determine Particular Educational Needs of Different Kinds of Students Which Constitute the Student Population

27. Study Differences between Faculty and Administration Personnel Who Reside in City and Those Who Reside in Suburbs

28. Continuing Study of the Motivations of the FCC Faculty and Administration

APPENDIX A

INTERVIEWS WITH FEDERAL CITY COLLEGE FACULTY, ADMINISTRATORS, STAFF, AND STUDENTS:

Data, Findings and Implications

CONTENTS

Page

INTRODUCTION 1

I. HOW THE BASIC OBJECTIVES OF THE COLLEGE ARE PERCEIVED 15
  A. Purpose of Questions 15
  B. General Findings 16
  C. Specific Questions and Results 17
  D. Tab I 138

II. OBSTACLES CONFRONTING A RELEVANT URBAN INSTITUTION 33
  A. Purpose of Questions 33
  B. General Findings 34
  C. Specific Questions and Results 35
  D. Tab II 156

III. COLLEGE-COMMUNITY RELATIONS 46
  A. Purpose of the Questions 46
  B. General Findings 46
  C. Specific Questions and Results 48
  D. Tab III 166

IV. VIEWS ON RACIAL ISSUES AT FCC 63
  A. Purpose of the Questions 63
  B. General Findings 65
  C. Specific Questions and Results 67
  D. Tab IV 195

Page

V. VIEWS ON DECISION-MAKING PROCESSES AT FCC 102
    A. Purpose of the Questions 102
    B. General Findings 103
    C. Specific Questions and Results 105
    D. Tab V 202

VI. STUDENTS' MOTIVATIONS TO OBTAIN HIGHER EDUCATION 110
    A. Purpose of the Question 110
    B. General Findings 110
    C. Specific Questions and Results 111
    D. Tab VI 208

VII. STUDENTS' VIEWS ON THE CORE CURRICULUM 122
    A. Purpose of the Question 122
    B. General Findings 122
    C. Specific Question and Results 123
    D. Tab VII 221

VIII. STUDENTS' RECOMMENDATIONS TO THE COLLEGE 127
    A. Purpose of the Question 127
    B. General Findings 127
    C. Specific Question and Results 128
    D. Tab VIII 222

IX. FACTORS MOTIVATING FAS TO COME TO WORK AT FCC 134
    A. Purpose of the Question 134
    B. General Findings 135
    C. Specific Question and Results 136
    D. Tab IX 229

INTRODUCTION

This Appendix is essentially a report of the results obtained from interviews conducted with members of the faculty, administration, and staff of the College and with members of the student body. These interviews were conducted as one part of a research study entitled The Role of College-Community Relationships in Urban Higher Education, conducted by FCC and funded by the Office of Education. The purpose of the overall study is to identify and explore existing and potential ways in which urban institutions of higher education and the communities in which they are located can interact to achieve solutions to urban problems. The study calls for four main areas of inquiry:

(1) Processes required to establish interacting and reciprocal relationships between the College and the various parts of the community will be identified, initiated, evaluated, and, if possible, instituted.

(2) An analysis of the needs and resources of both the College and the community will be made to determine how the resources of each may be used to meet the needs of the other.

(3) A list of various programs for improving College-community relations will be compiled, analyzed, and made available to the College and community decision-makers.

(4) The design requirements for a system of information and communication between the College and its communities and a three- to five-year research program will be specified.

The interview study reported here was seen as one important source of information relevant to all four areas. As originally planned, this task involved a standardized interview with about 35 persons who have decision making roles within the College--an interview designed to elicit the thinking of this group with respect to the objectives, potential new roles and functions, and particular programs which the College might initiate. The interview would also explore obstacles and problems which people perceive the College as facing and would attempt to identify possible solutions to such problems. Multiple purposes for these interviews were envisioned from the outset and additional ones were perceived as the work progressed. The interviews would serve to quickly familiarize the researchers with the total situation of the fledgling college; they would provide a pool of ideas which should be of immediate value to decision makers at FCC; and they would help us to identify and comprehend the basic problems that an institution like FCC faces as it attempts to put innovative concepts in higher education into practice. Based on the initial interview experience, a decision was made to develop a second interview in order to provide data from a sample of FCC students.

Pretesting of the interviews began in August and interviewing was completed for an initial sample of 53 members of the faculty, administration, and staff by 25 September 1968. The larger sample than was originally planned resulted from the fact that the interviews proved so productive of information that we attempted to increase the size of the sample as much as possible. After the initial interviews were completed, a second interview form for the student sample was developed and interviewing of a sample of 67 students was completed by 10 October 1968.

The results from the interview study were judged to be of sufficient importance and relevance to the primary objectives of the study that a decision was made to prepare a report to be made available to anyone concerned with the development of FCC or similar institutions.

Background

Federal City College is potentially the prototype of a new class of educational institutions that would be designed to operate in close conjunction with urban communities and bring educational resources to bear on the racial, poverty, and related problems of the inner city. As FCC opened its doors to its charter class in September 1968, its general goals and functioning reflected the atmosphere of experimentation and enthusiasm associated with the College.

But the goals of FCC had not been stated in operational terms, on the basis of which participants in this new endeavor could clearly make administrative and policy decisions governing the activities of the College. Intentionally, the administrative and authority structure of FCC had not been precisely defined, because the experiment was thought to require non-traditional approaches to educational organizations, and particularly because it was felt that responsiveness to inner-city and racial problems would require widespread participation in College decison making--participation by faculty, administrators, staff, students, and members of the community. It should be noted that it is not in the nature of this experiment to create a tightly organized institutional response to the frustratingly complex area of urban problems. Rather, it is intended that the institution itself begin as a loosely defined entity, and that it take shape in response to pressures originating in its effort to be relevant to educational and other inner-city needs.

The underlying purpose of the entire FCC project, including the interviews described below, is to observe the process of FCC's "taking shape," to assist the College wherever possible to develop as an institution maximally effective in the inner-city environment, and above all to draw from FCC's developmental experience any lessons, research cues, and guidelines that can be used to facilitate the development and implementation of urban land-grant colleges that are truly responsive to urban problems.

Purposes of the Interviews

The interviews reported here were designed to achieve three objectives--all of them directly related to the project's general objective:

- To provide insights, cues for further study, and research findings applicable to the definition of the problems to be faced, the potential responses to them, and in general the effective policies and actions that should be implemented as urban land-grant colleges develop.

- To assist in the development of the prototype itself (FCC) as an effective urban land-grant college by providing information on the ideas, attitudes, and perceptions of FCC people--information that can help to background and supplement their policy discussions, and hopefully, information that will serve to reduce personal stress resulting from the ambiguities and uncertainties that often exist when organizations must function without very specific, operationalized objectives and guides for implementing them.

- To define a set of base-line data for use in observing, over time, the kinds and degrees of change in the thinking about FCC objectives, approaches to

> them, problems of the College, and perceptions of issues to be resolved within FCC--in sum, a base of information that will allow future observations to be interpreted in terms of the dynamics of the developing institution.

The research carried out during these first few months constitutes the "pilot" phase of the project. It was our intention to explore a number of research approaches as quickly as possible; this required sacrificing, where necessary, many degrees of scientific rigor in the process if we were to tap the large number of critical areas in the short time period available. A result of this procedure, as the following sections make clear, is that the interview was modified and the population expanded during the project, as our day-to-day results suggested the value of the interview approach. Therefore, the results of these interviews should not be used as if they represented a carefully structured sampling of FCC populations--they do not. But the results do contribute to each of the objectives noted above and, on the basis of this information and experience, further project research can now be designed with more rigorous methodology. To have attempted such careful design in the pilot stage, however, would have been to risk prestructuring or limiting the responses, thereby violating both the innovative spirit of the FCC experiment and undermining the effort to explore the widest possible range of approaches in the pilot phase of this project.

The Interviews and Sample Populations

The data to be discussed in this Appendix were gathered from two separate sets of interviews conducted at Federal City College. Originally, only one interview study was planned, to be used with a sample of faculty, administration, and staff personnel (FAS) and a few FCC students. It soon became apparent that student attitudes and perceptions were a central factor in the functioning of the College, and a second interview schedule was devised for use exclusively with a sample of students.

The Faculty, Administration, and Staff (FAS[*]) Interview. The interview schedule originally designed for use with the FAS sample was focused on the perceptions of FCC people, including their ideas and attitudes concerning FCC's potential contribution to education and the urban environment, and their appraisals of how others perceive the same objectives and issues.

The FAS interview consisted of ten questions. Most questions were open-ended, leaving the individual respondent free to discuss virtually any aspect of the topic presented in the question. At this early stage of the study, open-ended questions were seen as the best way to elicit a broad range of opinions while imposing a minimum of "prestructure" on the answers being sought. Many of the questions were partially structured, but only for the purpose of encouraging discussion along particular lines.

The interviews were conducted by four individuals, two of whom were white and two black--16 interviews were conducted by white interviewers and 37 by black. The interviews were conducted in seminar rooms set aside especially for this purpose, or in the office of the individual being interviewed. On the average, the interviews lasted about an hour and fifteen minutes.

The topical areas covered by the FAS interview included:

---

[*] FAS will be used throughout the Appendix to refer to the population of faculty, administration, and staff at FCC.

(1) the objectives the College should have;

(2) perceived obstacles to the achievement of those objectives;

(3) the nature of College-community relations;

(4) the types of urban problems existing in the District of Columbia to which the College might be relevant;

(5) perceived differences between FCC and other local colleges;

(6) opinions and perceptions with respect to certain racial matters at the College;

(7) proposed College-community projects;

(8) opinions on decision-making processes at FCC;

(9) motivations of FAS members for coming to work at FCC.

This Appendix is organized around the interim results in these nine topical areas.

The FAS Sample. The FAS sample was not selected systematically; from a statistical viewpoint, it is an accidental sample. The objective was to conduct a sizable number of interviews quickly--the interviews began the week school opened for classes. In the beginning, these interviews were conceived as a preliminary attempt to learn as much as we could by talking with a number of FAS personnel about a wide range of potentially important issues. Because the interviews appeared to be so productive of useful information, we eventually interviewed nearly twice the number originally intended. It was never intended in these preliminary interviews that we would attempt to obtain a statistically random or representative sample of the FAS population which would enable us to make statistical inferences about the total FAS population. Rather, we were primarily interested in learning about the range of ideas that existed within this group in a number of subject areas. The sample was selected by the Office of the Executive Assistant to the President of FCC largely on an "as-available" basis during those hectic early days of the school's opening. There was an attempt to select people who represented different orientations and points of view, but we cannot claim that the sample obtained (about 20% of the total FAS population) was in fact representative of the total FAS population. It is, however, a fairly large sample of the total, and since a wide range of opinion did in fact occur in most question areas, we suspect that significantly different results would not have occurred had we had a statistically random sample. Now that FCC has had time to develop some degree of routine, future studies could more economically employ random or stratified sampling techniques to increase the representativeness of samples from which data are gathered.

The data to be discussed come from three categories of people in the FCC structure. These are:

Faculty

Administration, including Student Services, Media Services, Community Education, Administration and Finance, and General Administration.

Staff Personnel, classified by GS rating.

Table 1 compares the sample in each of the three categories with the total population in those categories at FCC.

Table 1. Comparison of Interview Sample with the Total Population of FCC Staff
(as of 4 September 1968)

	SAMPLE		POPULATION	
	n	%	n	%
Faculty	21	39.6[1]	106	38.7[2]
Administration	27	50.9	85	31.0
Staff	5	9.4	83	30.2
Total	53	99.9%	274	99.9%

[1] Percent of Sample

[2] Percent of Population

It is apparent from Table 1 that the Administration category is over-represented and the Staff category greatly under-represented, while the Faculty category closely matched the population.

Table 2 shows the breakout of the sample in demographic terms.

Table 2. Demographic Composition of FAS Sample

	Faculty		Administration		Staff (GS)		Total		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
White	12	2	6	8	0	0	18	10	28
Negro	6	1	8	5	2	3	16	9	25
Total	18	3	14	13	2	3	34	19	53
	21		27		5		53		

The Student Interview. When it became apparent that a separate interview schedule would be desirable for the study of student opinions, one was designed to cover many of the same topics that were included in the FAS interview. The questions were asked at a more specific level in the student interview, however, because students had a much briefer acquaintance with the College and generally had not had any comparable incentive or opportunity to think about the topics addressed. Further, the experience of interviewing many FAS and several students with the pretest FAS interview had given us some idea of the range of opinions to be expected and allowed for more structuring without sacrificing free discussion in the student interview.

A number of the 35 questions in the student interview dealt with biographic information and the personal background of the student, but the major questions were comparable--in some cases identical--to those found in the FAS interview. The student interview lasted between 45 and 55 minutes, on the average. The interviews were administered by five interviewers, three of whom had also interviewed FAS. Forty of the students were interviewed by white interviewers and 27 by black.

The Student Sample. It was intended that a random sample of students should be selected. Every fifteenth name was drawn from the College's list of students, and these 131 people were sent letters describing the study and asking that they schedule an interview on any of a number of specific days. A follow-up letter was also sent to non-respondents. Of the 131, only 67 did schedule and were interviewed. These respondents are described in Tables 3 through 6, below.

Table 3. Student Sample--Sex

	n	%
Male	35	52
Female	32	48
Total	67	100%

Table 4. Student Sample--Age

	n	%
17-19	20	30
20-22	18	27
23-29	15	22
30-39	9	13
40-49	5	7
Total	67	99%

Table 5. Student Sample--Race

	n	%
White	2	3
Negro	65	97
Total	67	100%

Table 6. Student Sample--Birthplace

	n	%
Washington, D.C.	30	45
Other U.S.	33	49
Non-U.S.	4	6
Total	67	100%

Since only slightly over 50 percent of the randomly selected sample were interviewed, we cannot say how random the obtained sample actually was. At the time this report was being prepared, sufficient records on the entire student body were not readily available. It would seem that on at least one dimension some form of selectivity was operative in determining which members of the sample actually appeared for interviews and which did not. A comparison of the respondents with non-responding members of the sample reveals a greater tendency for older students to respond. If all persons in the sample had been interviewed, the proportion over 30 years of age would have been 13.8 percent. Those respondents over 30 represent 20.9 percent of the obtained sample, however. This apparent distortion may or may not be a serious one, depending on the age distribution in the sample. The point to be made here is that representativeness of the obtained sample should not be assumed, and generalization from the responses presented here must be done with that fact in mind.

Presentation of Findings and Data

The results of the FAS and Student interviews are discussed in this Appendix under nine topical headings:

I. How the Basic Objectives of the College are Perceived.
II. Obstacles Confronting a Relevant Urban Institution.
III. College-Community Relations.
IV. Views on Racial Issues at FCC.
V. Views on Decision-Making Processes at FCC.
VI. Students' Motivations to Obtain Higher Education.
VII. Students' Views on the Core Curriculum.
VIII. Students' Recommendations to the College.
IX. Factors Motivating FAS to Come to Work at FCC.

In some of the nine topical areas, several questions were asked, and in some only one was asked. In most but not all areas comparisons between FAS and students can be made. This presentation does not, in many cases, reflect the order in which questions were asked in the two interviews. It is simply the format we have imposed on the discussion in order to present those findings which the data suggest and which we feel have implications for the Office of Education and FCC policy makers.

Organization of the Topical Discussions

Within each topic, the discussion is organized in three parts:

A. Purposes of Questions. A brief statement of the reasons for asking the question or questions under a given topic, including where necessary the implications or usefulness of the information in relation to other data obtained in the interview.

B. General Findings and Observations. A statement of implications drawn directly or indirectly from the responses, including policy implications for urban land-grant development in general or for FCC, research implications, and descriptions of problems and issues suggested by particular responses or patterns of responses. This section should not be viewed as "data-bound" in the usual sense of research findings; rather it presents for further discussion a statement of what seem to us to be the most important considerations suggested by the data in a given topical area.

C. Specific Question(s) and Results. A description of the responses made to particular questions by the two sample populations. The material in this section more closely resembles the usual reporting of interview studies, but as was noted earlier, the extent to which the results can be generalized to the total FAS and student populations is limited by the manner in which this pilot study has developed.

The "general findings" section obviously represents only one of many sets of potential "conclusions" that could be drawn from this rich compilation of data, and the "specific results" described here represent our judgment as to how far we should carry the analysis when the data base was assembled as it was in this phase of the project. In order that the reader may carry his own analysis on any question as far as his time allows and his inclinations lead, we have endeavored to present essentially all of the data collected in this study. Where the responses to questions are conveniently viewed in tables, those tables appear under Part C, Specific Question(s) and Results. Where the question was open-ended, the responses to that question are printed in the Tab for each such question at the end of this report. We hope that those who are especially interested in any of the topics will review the individual responses and give us the benefit of their comments and criticisms for use in later stages of this research.

I. HOW THE BASIC OBJECTIVES OF THE COLLEGE ARE PERCEIVED

A. Purpose of Questions

Many hopes and expectations have surrounded the establishment of the nation's first urban land-grant institution. There has been an awareness that the College is "new," "experimental," and "different," and that it has an important potential for easing some of the difficulties that plague urban areas. This potential has been viewed generally in terms of: (a) providing a relevant education to urban youth; (b) being an educational and service resource to other inner-city residents; and (c) providing a laboratory for both study of and action on urban problems.

These general areas are open to somewhat different interpretations and emphases. We were interested in the extent to which there was consensus among people involved in FCC as to how they perceived the basic purposes or objectives of the institution. We were also interested in the nature of disagreements, if there were any, and whether differences in perceptions were systematically associated with particular groups of people. Especially in a new institution undergoing the process of creating itself, information about how the people involved perceive the fundamental goals of the institution is important to planners and administrators. Differences in perceptions of objectives can be sources of significant conflict and can contribute to poor communications and, consequently, lack of understanding among decision makers. Differences which are perceived as irreconcilable pose important policy questions for the institution and lead to requirements for policy debates, public information programs, superordinate goals which allow reconciliation of goals perceived as incompatible, and the development of processes for resolving conflict and achieving consensus on objectives. Still another reason for asking about objectives was to determine what general statements such as "being relevant to urban needs" and "developing strong community-College relationships" actually meant to the people involved. One final purpose behind the questions on objectives was to establish baseline data, so that changes in thinking about objectives, if they occurred, could be documented as the institution evolved over time.

B. General Findings

The specific questions and responses are presented in the next section. In this section, we try to interpret the specific findings in the light of the responses to the other questions in the interview and our own impressions gained from the interviewing experience.

There was fairly high consensus on objectives of the College. Three general themes appeared to emerge with a number of variations on each.

(a) The "Marketable Degree" Theme--emphasis on high-quality, relatively standard, education.

(b) The Community Services Theme--emphasis on developing College-community relationships and providing assistance in assessing community needs and developing effective responses to them.

(c) The Black Culture Theme--emphasis on creating and developing a sense of black culture.

Some saw these three different emphases as compatible, while others tended to perceive them as actually or potentially conflicting. There was a tendency for the FAS group to focus on the Community

Service and Black Culture themes, whereas students tended to focus on the Marketable Degree theme. When the responses of different subgroups are compared--i. e., white versus black, male versus female, faculty versus administration, etc.--there is greater disparity within groups than between groups. This means, for example, that differences in responses among blacks and among whites were greater than the differences between whites and blacks.

There also appeared to be a high degree of ambiguity on whehter, to what extent, or in what ways the College should explicitly assume the role of a social change agent. We believe this is an important and unresolved issue at FCC. It is our general impression that while there is high consensus on objectives, there are also important perceived differences and emphases, and these differences are potential sources of conflict within the institution. To the extent this impression is true, one implication for the College is that there is need for a process whereby the different voices may be heard and their views considered, and from which an explicit statement of the objectives and philosophy of the institution can evolve.

C. Specific Questions and Results

1. What Should FCC's Objectives Be?

The following question was asked:

> "Considering the College as a whole, what should be its basic objectives, in your opinion? (FAS-1; S-22)

The respondent was then given a sheet on which five possible objectives (which were taken from pretest interviews) were listed; he was asked to indicate whether he agreed or disagreed with them. (The five objectives are listed in Table I. 1.) He was then asked to add any additional statements which would better express his opinion on what the objectives should be. This format of questioning was used after pretest results indicated that merely asking the general question without additional structuring led to some confusion.

Responses to Listed Objectives. The first objective presented for discussion, that of providing basic education to students in the District of Columbia, met with overwhelming approval; this might be expected in any area long deprived of public higher education. But the responses to the thought that the College should, by its nature and as a basic purpose, try to help solve the problems of the city would certainly have elicited different responses had it been asked at most other urban colleges, even in recent years. It is true that there is generally more awareness of the universities' potential contribution to solving the critical problems of the cities today, but the fact remains that Federal City College is the first and so far the only one established with the exploration of that potential as a primary purpose of its existence. The responses to this proposed objective show an explicit awareness and general approval of the College's intentions of achieving that purpose.

It is assumed that the FAS group would, at least initially, be more aware of the potential of FCC as an agent of social change than would the students, since many of the students knew little about the College before they came to it, other than that it provided them with low-cost, public education. Although in percentage terms the responses to this idea seem to indicate a close agreement of opinion between FAS and students, an examination of the nature of the disagreement stated by those in both groups who rejected this as an objective reveals a difference perhaps also

Table I. 1. Responses to Listed Objectives: FAS and Students

FCC should:		Agree	Disagree	Other
a. provide basic public education for students from the District of Columbia.	Faculty	81% (43)*	16% (9)	2% (1)
	Students	80% (54)	19% (13)	- -
b. be a College committed to helping solve the problems of the residents of the D. C. community.	Faculty	72% (38)	25% (13)	4% (2)
	Students	67% (45)	30% (20)	- -
c. help create and develop a sense of black culture.	Faculty	72% (38)	23% (12)	6% (3)
	Students	79% (53)	18% (12)	- -
d. provide "a new lease on life"--a second chance at education--for those who want it.	Faculty	89% (47)	11% (6)	- -
	Students	96% (64)	4% (3)	- -
e. equip students to help in the solution of the urban problems in their community.	Faculty	94% (50)	6% (2)	- -
	Students	90% (60)	10% (7)	- -

[*] The numbers in parentheses represent the number of individuals who gave each response. Percentages represent these numbers as a proportion of the sample where n = 53 for the FAS sample and n = 67 for the student sample.

attributable to a previous lack of knowledge of urban problems and of the universities' potential for solving them, or both. Many of those FAS members who disagreed with the objective as stated based their objection on the wording, which might be taken as restricting it to D.C. problems rather than national problems of cities in general. The students who objected more explicitly rejected the idea itself, based on the conviction that it was not the College's business to get involved in community problems. Some of the student dissenters did say that they would approve of the College's training of individuals to help the urban situation. In other words, FAS responses which indicated disagreement were more concerned with the nature of community involvement, while a number of students rejected the idea entirely. Since, however, many students were also mentioning an increased awareness of and need for understanding of social forces, and looked to the College to equip them to deal with those forces--as evidenced by their answers to other questions--it may be that with further exposure to the idea of community involvement, even these dissenters would give quite different responses.

The subject of teaching black culture, and in some cases, of compensating for a heretofore accepted distortion of American history in this area, is of course widely discussed on U.S. campuses today, and is particularly of interest in a college attempting to be relevant to an urban area with a substantial black citizenry. A number of other institutions are now offering black studies, although the approaches to that subject vary widely. FCC provides an interesting comparison in that a large majority of the people involved in the College think that the College has as a primary purpose the assumption of a prominent role in the creation and development of a sense of black culture. Around one-fourth of each group rejected this idea, however, with varying degrees of emphasis. Since not a single student objected to the idea of black culture courses (again, as evidenced by answers to other questions), it is likely that the students' rejection is tied in with their fears, expressed elsewhere, that the emphasis on black culture could "give the College a bad name," influence the acceptability of their degree, or deprive them of a "well-rounded" education.

As in the case of the provision of "basic education," the idea of a "second chance" at education for the disadvantaged met with overwhelming approval. Students, particularly, gave a strong endorsement to this idea , perhaps because they were the obvious beneficiaries of such a policy. This endorsement cannot be thought of primarily in such personal terms, however, because a sense of social responsibility in this area was shown throughout the interviews. Students who expressed concern about academic standards, accreditation, and the acceptance of their degree in the community never suggested that admissions standards should be tightened, but stressed that means must be developed to compensate for inadequate educational backgrounds and to promote the development of each student to his fullest capability. The nature of the FAS group's disagreement with a "second chance at education" is not known; 11 percent of that sample disagreed.

The highest degree of approval on any objective was given by both samples to the idea of equipping the students to solve the urban problems of their communities. There was much less disagreement with this objective as stated than with that concerning FCC's role in solving D. C. problems, perhaps heightening the possibility that disagreement there did reflect a sense that the "urban problems" focus should be broader than the District, not a rejection of the general idea.

In all, it seems that the students generally agree with the faculty in seeing FCC as a "new kind of school," that they approve its role as a social change agent, and that their reservations on the subject stem from a fear that in achieving these kinds of objectives the College might jeopardize its academic standards.

Differences of Opinion within Groups. Information on the FAS sample was broken down in terms of faculty, administration, staff, black, white, male, and female (see Table I. 2), and shows much more diversity of opinion than is reflected in the overall figures. Within the faculty group, it is interesting to note that no one rejected the fostering of a sense of black culture. The administration sample showed a large amount of disagreement on the subject of helping solve D. C. problems--one-third rejected this objective and over one-third of the same group rejected FCC's role in creating a sense of black culture. The black culture theme also drew comparatively strong disagreement from the staff members interviewed.

Along racial lines, differences occurred mainly in the areas of solving D. C. problems and creating a sense of black culture. More whites approved the fostering of black culture than did blacks, although the difference was not large (79% vs. 64%) and may not have practical significance. Whites also gave a slightly stronger endorsement to solving D. C. problems (75% vs. 68%). There was a slight difference of opinion between these two groups on the subject of basic education as well, although a substantial majority in each group, again, approved. A fourth of the black FAS members disagreed, as opposed to 11 percent of the whites. Men and women showed considerable differences of opinion on all but the issue of equipping students to solve urban problems. Far more women than men disagreed with the idea of helping solve D. C. problems and with fostering a sense of black culture.

Table I. 2. Listed Objectives: Breakdown of FAS Responses

FACULTY

	Agree		Disagree		Other	
* a.	16	76%	4	19%	1	5%
b.	16	76%	4	19%	1	5%
c.	21	100%	-	(0)	-	(0)
d.	17	81%	4	19%	-	(0)
e.	20	95%	1	5%	-	(0)

n = 21

ADMINISTRATION

	Agree		Disagree		Other	
a.	24	89%	3	11%	-	(0)
b.	17	63%	9	33%	1	4%
c.	16	59%	10	37%	1	4%
d.	25	93%	2	7%	-	(0)
e.	25	93%	2	7%	-	(0)

n = 27

STAFF

	Agree		Disagree		Other	
a.	3	60%	2	40%	-	(0)
b.	5	100%	-	(0)	-	(0)
c.	1	20%	2	40%	2	40%
d.	5	100%	-	(0)	-	(0)
e.	5	100%	-	(0)	-	(0)

n = 5

BLACK

	Agree		Disagree		Other	
a.	18	72%	6	24%	1	4%
b.	17	68%	8	32%	-	(0)
c.	16	64%	6	24%	3	12%
d.	22	88%	3	12%	-	(0)
e.	23	92%	2	8 %	-	(0)

n = 25

WHITE

	Agree		Disagree		Other	
a.	25	89%	3	11%	-	(0)
b.	21	75%	5	18%	2	7%
c.	22	79%	6	21%	-	(0)
d.	25	89%	3	11%	-	(0)
e.	27	96%	1	4%	-	(0)

n = 28

MALE

	Agree		Disagree		Other	
a.	28	82%	5	15%	1	3%
b.	27	79%	6	18%	1	3%
c.	28	82%	6	1 %	-	(0)
d.	29	85%	5	15%	-	(0)
e.	32	94%	2	6%	-	(0)

n = 34

FEMALE

	Agree		Disagree		Other	
a.	15	79%	4	21%	-	(0)
b.	11	58%	7	37%	1	5%
c.	10	53%	6	32%	3	16%
d.	18	95%	1	5%	-	(0)
e.	18	95%	1	5%	-	(0)

n = 19

---

* Letters correspond to the five alternatives listed in Table I. 1.

Students' responses to the listed objectives were broken down by sex (see Table I. 3). Females consistently showed a slightly lower percentage of approval than the males, and showed a fairly substantial amount of disagreement with the ideas of helping to solve D. C. problems and helping to create a sense of black culture.

FAS Group Comments on Listed Objectives. There were comments, generally qualifications of some kind, on all but one of the listed objectives (see ItemFAS-1a, Tab I). The first on the list, concerning basic education for D. C. students, drew comments of two kinds. A number of people wished the idea expanded to include students from a broader area than D. C. , and several objected to the term "basic" education, presumably because of it's connotations concerning the track system in the D. C. public schools.

Comments on the College's role in helping solve D. C. problems concerned, again, an expansion of the area to be covered: Several people emphasized that the College should deal with the problems of the nation, not just D. C. A couple of people felt that the College should not get involved in community activities at all.

The subject of black culture prompted a number of people to caution that, while they did not want to drop the College's emphasis here, they did not want the subject overemphasized to the exclusion of the study of other cultures.

The idea of a second chance at education for the disadvantaged was not commented on. The final listed objective drew a few additional comments stressing that the urban problems focus should be national and not local.

Table I. 3. Listed Objectives: Breakdown of Student Responses

FCC should:		Agree	Disagree
a. provide basic public education for students from the District of Columbia.	Male	83% (29)	17% (6)
	Female	78% (25)	22% (7)
b. be a College committed to helping solve the problems of the residents of the D. C. community.	Male	71% (25)	23%* (8)
	Female	62% (20	3 % (12)
c. help create and develop sense of black culture.	Male	83% (29)	11%* (4)
	Female	75% (24)	25% (8)
d. provide "a new lease on life"--a second chance at education--for those who want it.	Male	97% (34)	3% (1)
	Female	94% (30)	6% (2)
e. equip students to help in the solution of the urban problems in their community.	Male	97% (34)	3% (1)
	Female	81% (26)	19% (6)

*Two people gave no response to this item.

Additional Objectives Proposed. A complete listing of all the additional objectives suggested is presented as Items FAS-1b and S-22b in Tab I. For purposes of comparing the two samples, the responses given have been grouped into two general categories: educational and social. The educational category in particular could be broken down into different types of educational factors.

The proportion of attention given to the two large categories was about the same for both groups of people (see Table I.4). The emphasis in the student citations in the educational category was on a high-quality education, one which would equip them to participate effectively in society. Their social objectives stressed equipping students--through education and training in the solution of urban problems--to go back into their communities and help to solve their problems. Several students stated that FCC should not get directly involved in the community; one said that it should not be committed to the community in any way.

Table I.4. Types of Additional Objectives Proposed: FAS and Students*

	Academic	Social	Total Citations
Faculty	56% (43)	44% (34)	77
Students	60% (15)	40% (10)	25

*See complete listing in Items FAS-1b and S-22b, Tab I.

The FAS-proposed additional objectives in the educational category ranged widely. Many were reinforcements of some aspect of the general objectives approved of on the list. Many stressed the development of specific qualities in the students, such as psychological and intellectual integrity and economic competitiveness. A number of people emphasized self-development; many stated the need to make students aware of and capable of dealing with social forces. Generally, there seemed to be an awareness that the College should strive to develop an educational approach which would take into account individual differences--in ability, in educational background, in personal qualities--to maximize individual development.

Social objectives suggested by the FAS group re-emphasized communication with the community and provision of services to it, including courses for residents who did not attend the College as students; helping to improve the D. C. educational system; helping to solve racial problems--and other problems related to a pluralistic society--both within FCC, as a model, and by developing its students as a cadre sensitive to social problems and both capable of and dedicated to helping to solve them after they graduate from FCC. (Many people suggested that the relationship of the students with FCC should not terminate at graduation.)

A number of people expressed the desire for FCC to have a broader base of students than those in the D. C. area; some mentioned a metropolitan-wide base, and others a national and even international one.

In general, students gave proportionally fewer suggestions concerning objectives than did the FAS group.

2. How Should FCC Differ from Other Colleges?

Both FAS and student groups were asked:

> "If FCC turns out exactly as you hope it will, how will it be different from other colleges in the area?"

As in the case of the "additional objectives" discussed above, the ways in which people felt FCC should be different were grouped into general areas as an aid to discussion and comparison. A complete listing of all responses is provided as Items FAS-5 and S-26, Tab I. Table I. 5 shows a comparison of the distribution of FAS and student responses among the categories.

Table I. 5. Types of Differences Envisioned in Ideal FCC: FAS and Students

	Citations	
	Faculty (n=126)	Students (n=108)
College-Community Relationship	29%	21%
Admissions Policies	17%	26%
Race-Related Factors	10%	10%
College-Student Relationship	7%	27%
Educational Factors	29%	11%
Administrative and Policy Factors	10%	5%

Main Areas of Difference Cited. The largest number of the FAS responses to this question concerned educational factors--methods, philosophy, curriculum--and the College's relationship to the community. Many FAS people mentioned that FCC would do more with individualized learning than other colleges had been doing and that it would develop and use educational methods especially appropriate to urban students. The students' views of FCC's distinguishing characteristics were more concerned with admissions policies, first, and then with the College's relationship with its students, although their mentions of the College-community relationship almost equalled those in the highest two categories. They felt that FCC was unique in its treatment of its students; several mentioned the absence of roll taking, the independence and responsibility given to them, and the casual, informal atmosphere which teachers and staff encouraged.

Race-related factors constituted only ten percent of the citations given by either group, and those concerned primarily the black culture courses. Few in either group mentioned administrative or organizational factors as distinguishing FCC.

The College-Community Relationship. A large number of the FAS responses were related to FCC's role as an urban land-grant college. Relevance in this area was stressed: respondents commented on the "outreach characteristics," stated that there would be no boundaries between FCC and D. C., and emphasized FCC's potential for solving community problems, both through education and through direct action. Of the students who mentioned the College-community relationship as being a "difference," many felt that the College should not get directly involved as an institution, but should train its students to cope with the problems of their own communities; they were also insistent at the same time that the training should encompass urban problems in general and not be restricted to the D.C. community specifically.

Admissions Policies. Both groups also emphasized admissions policies. The FAS group stressed the challenge of "producing graduates from people other colleges wouldn't even admit" and developing techniques suited to the educating of urban students. Students felt that the lower cost of going to FCC was significant in giving a second chance at education to those who couldn't otherwise get a college education.

Race-Related Factors. Ten percent of the citations of each group concerned race, and the type of comments varied. Students' comments reflected their view that FCC would be distinguished by its emphasis on black culture courses; several stated that FCC would produce great Negro leaders; and several felt that in its enrollment--entirely black--it would differ from other colleges in the Washington area.

Faculty comments were not so much concerned with black culture courses per se, but with FCC as a "high-level black institution;" some said that FCC would be different by being truly integrated; and some said that an all-black enrollment would be a "difference."

College-Student Relationship. Some FAS people felt that FCC was very different from other colleges in its responsiveness to student needs, in the degree of participation in college life afforded to the students, and in its continuation of a relationship with its students following graduation by helping to place them in jobs and by continuing to be a community-centered institution. However, only seven percent of the FAS citations of differences fell into this category, while 27 percent--the largest single category of responses--of the students' citations concerned the College-student relationship. Students felt that FCC would be more student oriented than other colleges, mentioned the degree of student involvement in college administration, the easier, freer, more relaxed interchange between students and faculty, and in general a more relaxed and pressure-free environment. (One student felt that FCC would be distinguished by having many student rebellions and protests.)

Educational Factors. This category, tied with that on the College-community relationship for highest number of FAS citations, reveals a marked difference between FAS and student attitudes on how FCC will be different: only 11 percent of the student citations of differences concerned educational factors, and these were related to "new methods," "new content," and innovation in general. The faculty cited innovation as a distinguishing characteristic in much more detail, viewing FCC as an educational laboratory for building models of the educational process, for developing techniques for individualized education, and for relating education to societal needs in a more effective manner. Other comments stressed the urban education emphasis and community-centered nature of the academic program. The few students who cited educational factors as distinguishing FCC were enthusiastic for its potential of being the highest-quality college in the area.

Structure and Administrative Policy. Neither group gave a large number of citations about FCC's structure or administrative policy as distinguishing it from other colleges, although the comments made by the faculty are worthy of note. One faculty member felt that there was "no comparison in terms of structure--FCC can organize around a specific problem as a result of faculty-student interest." Many felt that FCC's policy regarding reciprocal relationships with other colleges would be distinguishing, although the manner of these relationships was not specified. A number of people felt that FCC's recruiting policy and "radical" faculty would make it different from other colleges.

Students' Desire for FCC to be Similar to Other Colleges. Eight people in the student sample stated that if FCC turned out according to their fondest expectations, it would not differ significantly from other colleges. This seemed to be based on a desire that FCC be "as good as any college in the country" rather than a protest against specific policies or practices that might make the College different.

II. OBSTACLES CONFRONTING A RELEVANT URBAN INSTITUTION

A. Purpose of the Question

The question on obstacles was asked partially as another way of providing information on what people saw as the unique character of the College. A second--and most important--reason was that, since FCC represents a new and untried approach, it may face some unique problems, and its experience in identifying and coping with such problems should prove valuable to similar new institutions in the future.

Several "mixed blessings" complicate the nature of the potential problem areas at FCC and were considered in the phrasing of the question. Its community orientation and commitment to solving urban problems, in an urban area and with a student population primarily black, make potential problems of a racial nature important to study. The spirit of innovation and the need for new approaches, which are often only very slowly accepted by the public, can become troublesome in an institution supported by public funds. Furthermore, providing an atmosphere in which "different," "untried" ideas are encouraged and considered brings with it the price of such freedom: conflict and dissent. An innovative institution is faced with treading a line between sufficient unity of opinion to permit proceeding on a course of action and sufficient encouragement of dissent to keep new ideas and approaches from being lost. It was thus felt crucial to identify the types of problems and potential obstacles seen by people at the College as affecting both its nature and its effectiveness.

B. General Findings

There was little consensus on the nature of the obstacles and problem areas confronting FCC. Perhaps the most important general finding in the data concerning obstacles is derived not from the views expressed concerning conflict areas within the College, but from the type of disagreement shown by the responses themselves: While differences of opinion between faculty and students, between black and white, and between administration and faculty have been considered potential trouble areas at the school, the responses to the obstacles question reveal that disagreement within groups is far greater than that between groups, at least on the particular issues raised in this question.

Around half of the FAS people interviewed agreed that most of the obstacles presented for discussion were in fact present at FCC:

(1) that the College would indeed arouse hostility in its funding sources if it carried out the programs they felt it should;

(2) that factionalism within the College would greatly diminish its effectiveness;

(3) that racial factors would prevent full cooperation both within the College, between black and white faculty members, and between the College and other groups and agencies in the community; and

(4) that D.C. high schools did not adequately prepare their students for college work.

To the extent one assumes that an individual's behavior in a given area is, in part, influenced by what he perceives as the obstacles to be overcome to reach his goals, then the considerable differences in perceived obstacles among personnel at FCC would indicate that this is another area of potential conflict which might be lessened by open identification of the differences and free and open discussion of them.

C. Specific Questions and Results

The obstacles question was presented to the FAS group in two parts. They were asked the following:

> "What are the main obstacles or difficulties in the way of the College achieving the objectives you believe it should have? Here is a list of some obstacles other people have mentioned. Please indicate with an X whether you agree or disagree for each of these. After you've done that, I'll ask you to add other major obstacles or difficulties you may see." (FAS-2a)

Students were not given such a list, but were simply asked to cite whatever obstacles they felt faced the College. Their responses are thus not treated in the following item-by-item discussion nor in Table II. 1, which summarizes the FAS responses. Table II. 2 provides a breakdown of FAS responses by group.

Responses to Listed Obstacles

> a. "It will be difficult for the College to achieve high academic standing, on the one hand, and respond to the educational needs of its students, on the other."

This item was the only one on which responses approached a consensus. Of the total sample, 70 percent agreed that this was not a likely obstacle at FCC. One-fourth felt it was an obstacle.

> b. "If the College carries out the programs it should, it is likely to arouse the hostility of the people who provide it with funds."

Table II. 1. FAS Responses to Listed Obstacles

		Agree	Disagree	Other
a.	It will be difficult for the College to achieve high academic standing, on the one hand, and respond to the educational needs of its students, on the other.	25% (13)	70% (37)	6 (3)
b.	If the College carries out the programs it should, it is likely to arouse the hostility of the people who provide it with funds.	49% (26)	47% (25)	4% (2)
c.	The faculty will not want to reside in the District and devote the unusual amounts of time and effort required from them in the kind of school FCC is.	25% (13)	62% (33)	13% (7)
d.	The self-centered approaches of different groups--students, administration, faculty, etc.--will hinder communication between them and prevent FCC from doing the job it should do.	51% (27)	34% (18)	15% (8)
e.	Because of racist attitudes, other groups and agencies in the community will not cooperate sufficiently with FCC.	42% (22)	53% (28)	6% (3)
f.	D.C. high schools don't prepare students for college work.	49% (26)	30% (16)	21% (11)
g.	Black and white faculty will have trouble working together, especially when it comes to selecting new faculty members.	49% (26)	40% (21)	11% (6)

Table II. 2. Listed Obstacles: Breakdown of FAS Responses

n=21
FACULTY

	Agree		Disagree		Other	
* a.	6	29%	14	67%	1	5%
b.	14	67%	6	29%	1	5%
c.	9	43%	9	43%	3	14%
d.	11	52%	6	29%	4	19%
e.	11	52%	8	38%	2	10%
f.	10	48%	8	38%	3	14%
g.	13	62%	5	24%	3	14%

n=27
ADMINISTRATION

	Agree		Disagree		Other	
a.	5	19%	20	74%	2	7%
b.	10	37%	16	59%	1	4%
c.	3	11%	20	74%	4	15%
d.	13	48%	10	37%	4	15%
e.	7	26%	19	70%	1	4%
f.	14	52%	7	26%	6	22%
g.	9	33%	16	59%	2	7%

n=5
STAFF

	Agree		Disagree		Other	
a.	2	40%	3	60%	-	(0)
b.	2	40%	3	60%	-	(0)
c.	1	20%	4	80%	-	(0)
d.	3	60%	2	40%	-	(0)
e.	4	80%	1	20%	-	(0)
f.	2	40%	1	20%	2	40%
g.	4	80%	-	(0)	1	20%

n=25
BLACK

	Agree		Disagree		Other	
a.	7	28%	18	72%	-	(0)
b.	11	44%	14	56%	-	(0)
c.	8	32%	15	60%	2	8%
d.	14	56%	9	36%	2	8%
e.	13	52%	11	44%	1	4%
f.	12	48%	8	32%	5	20%
g.	13	52%	8	32%	4	16%

n=28
WHITE

	Agree		Disagree		Other	
a.	6	21%	19	68%	3	11%
b.	15	54%	11	39%	2	7%
c.	5	18%	18	64%	5	18%
d.	13	46%	9	32%	6	21%
e.	9	32%	17	61%	2	7%
f.	14	50%	8	29%	6	21%
g.	13	46%	13	46%	2	7%

n=34
MALE

	Agree		Disagree		Other	
a.	8	24%	24	71%	2	6%
b.	21	62%	11	32%	2	6%
c.	11	32%	17	50%	6	18%
d.	20	59%	8	24%	6	18%
e.	15	44%	16	47%	3	9%
f.	18	53%	10	29%	6	18%
g	19	56%	11	32%	4	12%

n=19
FEMALE

	Agree		Disagree		Other	
a.	5	26%	13	68%	1	5%
b.	5	26%	14	74%	-	(0)
c.	2	11%	16	84%	1	5%
d.	7	37%	10	53%	2	11%
e.	7	37%	12	63%	-	(0)
f.	8	42%	6	32%	5	26%
g.	7	37%	10	53%	2	11%

*Letters correspond to the seven alternatives listed in Table II. 1.

The total sample was almost evenly split on this issue: 49 percent agreed, and 47 percent disagreed. But internal breakdowns show diverse opinions. The large majority of the faculty group agreed that this was an obstacle, but the majority of the administration and staff disagreed. Many more blacks than whites felt that this hostility would be an obstacle, and men and women flatly reversed each others' views: 62 percent of the men agreed, and 74 percent of the women disagreed.

> c. "The faculty will not want to reside in the District and devote the unusual amounts of time and effort required from them in the kind of school FCC is."

Of the total sample, most respondents felt that this wasn't so, although one-fourth of all respondents felt it was an obstacle. Again, the faculty position differed radically from the administration and staff positions: the faculty were evenly split--43 percent agreeing and 43 percent disagreeing, with 14 percent "other"--but administration (11% to 74%) and staff (20% to 80%) both clearly rejected the possibility that the faculty would not be willing to contribute "above and beyond the call of duty." Black and white responses are nearly parallel here, a majority of both groups disagreeing; but on this issue men and women are again split.

> d. "The self-centered approaches of different groups--students, administration, faculty, etc.--will hinder communication between them and prevent FCC from doing the job it should do."

Half of the total sample agreed that self-centeredness of various groups would be an obstacle at FCC; 34 percent disagreed with them. More staff respondents felt this as an obstacle, slightly more blacks than whites, and here again men and women disagreed with each other: 59 percent of the men saw this as an obstacle, but only 37 percent of the women did.

> e. "Because of racist attitudes, other groups and agencies will not cooperate sufficiently with FCC."

The total sample is again split, 42 percent to 53 percent, but with wide divergence of opinion in the internal breakdowns. Over half of the faculty anticipated trouble in this area; only one-fourth of the administrators did, and 80 percent of the staff respondents foresaw a lack of community cooperation. Black and white respondents differed; many more blacks (52%) suspected racist attitudes on the part of community groups than did whites (32%). More women than men rejected this idea.

> f. "D. C. high schools don't prepare students for college work."

Nearly half the total sample felt that D. C. high schools did not prepare their students for college work, and this split was reflected generally throughout the internal breakdown, with the exception of the women, 63 percent of whom disagreed.

> g. "Black and white faculty will have trouble working together, especially when it comes to selecting new faculty members."

A near split occurred on this question, with some interesting variations on the part of specific groups. Faculty and administration were in complete opposition on this issue--62 percent of the faculty felt that interracial working relationships would be difficult, while 59 percent of the administration group felt that they would not. The women were far less inclined to see this as a problem area than were the men, again providing near reverse percentages.

Additional Obstacles Perceived by Both FAS and Student Groups

Both the FAS group and the student sample were asked to list any obstacles which they perceived as hindering FCC in accomplishing its objectives. The responses as given seem to constitute a list of present and potential areas of difficulty rather than obstacles actually seen as sufficiently serious to prevent achievement of the College's goals. The FAS responses in the "additional obstacles" category must be viewed against the knowledge that they may exclude the types of problems presented for their agreement or disagreement, which were discussed above; the students were not given such a list of potential obstacles, and their responses include all obstacles perceived by them as causing difficulty. The responses have been grouped into comparable categories for purposes of discussion (see Table II. 3), and listings of all responses are included as Items FAS-2 and S-23 in Tab II.

Table II. 3. Perceived Additional Obstacles: FAS and Student Responses
(Order of Frequency of Citation)

Faculty (n=85)		
Characteristics of the College	29.4%	(25)
Characteristics of FAS	25.8%	(22)
Political Factors	16.4%	(14)
College-Student Relationship	9.4%	(8)
Racial Factors	7 %	(6)
Characteristics of Students	5.8%	(5)
Educational Factors	5.8%	(5)
Students (n=91)		
Characteristics of the College	26.3%	(24)
Educational Factors	19.7%	(18)
Racial Factors	14.2%	(13)
Characteristics of Students	13.1%	(12)
College-Student Relationship	8.7%	(8)
Political Factors	7.6%	(7)
College-Community Relations	6.5%	(6)
Characteristics of FAS	3.2%	(3)

Comments on the FAS responses to the listed obstacles are given below, followed by a discussion of the additional responses and potential objectives given by both the FAS and student groups.

Obstacles Relating to the Characteristics of the College. A nearly equal percentage of both FAS' and students' citations of obstacles concerned obstacles related to characteristics of the College itself: 25 percent for the FAS group and 24 percent for the student group. Most of the FAS citations concerned either the need for improvement in the organizational structure of the College--citing "overlapping of functions," "lack of administrative leadership," and "disorganization," and potential funding difficulties that FCC, by its nature, would be subject to. Student comments concerned funding primarily, with secondary emphasis on physical facilities of the College--desire for a better plant, textbooks, lockers, etc.

Characteristics of the Faculty, Administration, or Staff. Other than a few comments on the qualifications of the teachers, students' citations were not concerned with this category. A large number--22 percent--of the FAS citations fell here, though, and were concerned primarily with the qualifications of the faculty--they may not be psychologically suited for FCC--actual or potential divisiveness among the various groups on the faculty, and a lack of motivation to serve the College first and self second. The very fact that such things were so often cited may indicate an unusual sensitivity to the social service aspects of FCC in its attempts to provide a relevant approach to urban education.

Characteristics of the Students. Few of the FAS were concerned with the qualities of the students as interfering with FCC's achievement of its goals, and these related primarily to students' "conventional attitudes." Thirteen percent of the student citations concerned the qualification of FCC's students--in terms of academic background and intellectual capability--as a potential obstacle.

Political Factors. This category contains citations related both to internal and external "politics," and contains 16 percent of the FAS citations. Those FAS members who mentioned political factors saw internal politics--empire building, bureaucracy, and so forth--as an obstacle equal in importance to external politics. Many felt that national politics--black extremism and white backlash--could cause trouble for the College, and that Congress and/or the D.C. government might attempt to exert tight control over the College if its policies didn't suit them. The students' citations of political factors almost exclusively concerned a fear that Congress wouldn't let FCC be the kind of school it was trying to be--for instance, that it might replace the president with a "puppet" to achieve its own ends. However, only seven percent of the students' citations concerned political factors.

The College-Student Relationship. Only eight percent of the citations in either group found trouble in this area. The FAS group saw this type of obstacle primarily as one of establishing good communication between the College and its students. Those students who cited factors here saw a problem in receiving the kind of guidance and counseling that they felt they needed.

Race-Related Factors. Factors related to race account for 14 percent of the student citations of potential obstacles at FCC and concerned almost exclusively a fear that there would be an overemphasis on black culture. FAS citations in this category amounted to seven percent and were concerned with communication difficulties between black and white faculty members.

Educational Factors. Educational factors comprised the second most frequent category of citations for the students, and contained 18 percent of all their citations of difficulties. Students were worried about the curriculum; they felt that it was too experimental, that there were not enough "basic" courses. Fear that the school would not be "high-quality" or would not be accredited was also expressed. Educational factors formed the category of fewest citations for the FAS group, and these focused on the suitability of FCC's educational approach and curriculum. FAS members may have considered that their answer to Item (a) on the obstacles list covered this area, or they may have felt that educational factors were not among FCC's potential trouble areas. (It is interesting to note that this pattern reverses the one in the "additional objectives" cited, where educational factors were mentioned frequently by the FAS group and rarely by the students.)

College-Community Relationship. Students were the only ones to mention potential obstacles in this area, perhaps because the FAS considered it covered by the obstacles list. About six percent of the student citations concerned such things as a possible lack of reception by the community to the idea of FCC's working in it, and some mentioned actual hostility of the community to the College.

General Agreement or Disagreement by Group

The degree of difference of opinion expressed by the different groups on the various potential obstacles is important. The faculty group in the FAS sample were nearly split on several issues: Item (c), concerning willingness to put in long hours and extra effort to make FCC work, was the subject of complete disagreement within the faculty group, and there were very sizeable differences on all issues. The highest majority on any issue was 67 percent.

There seemed to be an attitude of mutual suspicion underlying many of these splits within the faculty group, perhaps brought about by the situation in which the faculty would have had occasion to discuss the issues among themselves, thus bringing differences of opinion to light more than in the other groups. The administration group saw far fewer of the proposed obstacles as being likely to be valid at FCC; a majority of this group disagreed with all of the obstacles except the two relating to factionalism as a cause of communication difficulties and the poor preparation of D. C. students for college work.

Generally, the administration group was not nearly so split as the faculty group on any issue. The small staff sample had sizeable majorities of agreement on all the issues.

Both blacks and whites disagreed within their own groups on almost all issues. The degree of difference of opinion within the two racial groups was decidedly greater than differences between the black and white groups. One Item (a), the majority in each group disagreed with the stated obstacle; (b), each group was split, with blacks slightly more suspicious of arousing hostility; (c), a majority in each group disagreed; (d), a majority in each group agreed with the stated obstacle; (e), the groups diasgreed, but blacks were nearly split among themselves while a fair majority of whites disagreed that racist attitudes would hinder FCC; (f), a majority in each group agreed, and (g), both groups were split, with more blacks agreeing than whites that working relations between the races would be an obstacle.

When men and women disagreed, the degree of difference of opinion was as great as that between the faculty group and the administration/staff group; however, men and women disagreed on fewer issues. The men showed more of a split within their own group than did the women, but on several issues the split between the two groups was marked--men and women disagreed completely on whether the College would be likely to arouse hostility by its activities and differed significantly on the questions of "self-centeredness" and difficult relations between the races.

III. COLLEGE-COMMUNITY RELATIONS

A. Purpose of the Questions

The concept of FCC has emphasized its role as an integral part of the D. C. community, picturing the College as an institution responsive to the needs of inner-city populations and acting to deal with urban problems. As FCC commenced classes in September, it was apparent that most FAS and at least some students were familiar with this objective and endorsed it. What was not apparent was how these populations perceived the nature of the desirable College-community relationship that they agreed should exist in some form.

Three related sets of questions sought to determine how people felt the College should relate to the community and the implications of this relationship for FCC policy in general. We sought information on how FAS and students viewed critical D. C. problems and in what ways, specifically, they felt the College ought to respond to them.

B. General Findings

As expected, there is wide agreement that the College should relate very closely to the D. C. community, particularly its black, ghetto, and poverty populations. But there appears to be no consensus on the emphases to be reflected in that relationship--for example, how the academic and community roles should be ranked in relation to one another--or on the specific ways in which College resources should be used in community-oriented programs.

However, certain themes recur in many of the responses and should be given close attention; these themes presumably indicate areas of agreement that can be broadened and areas of latent or open disagreement that must be taken into account as the issue of community relations is defined by FCC people.

Most FAS endorse the proposition that the College should constitute a resource center at the disposal of the community, although there is noticeable disagreement as to how actively or passively the College should use these resources--that is, whether it should actively go to the community or wait for residents and organizations to come to the College. In either case, little in these responses indicates much thinking on how the College would decide whether or not to undertake a specific project or activity. Neither do FAS appear concerned over assigning priorities among the many different community-oriented projects that, individually, they recommend.

Students' responses indicate that they would emphasize, first, the training of students (who in turn might work on community problems) and indirect action in the community (to improve the educational system, foster community pride, etc.), and secondly, direct action to deal with community problems. Students' responses at that time, of course, reflected the relative unfamiliarity of most of them with possible FCC community-oriented projects, but they also expressed considerable concern that non-strictly-academic concerns of the College might lower the quality of their education or the acceptability of their degrees.

A promising area in which to develop community-oriented FCC programs, these responses suggest, is that of public education. Among FAS, public education in Washington was the most frequently mentioned urban problem; among students, it ranked second only to housing.

One group of FAS clearly stressed the view that FCC's community orientation should focus on improving the public school system and helping students--from pre-school through adult--to profit by that system and by FCC's presence.

An often unstated, or imprecisely stated, prerequisite for many of the recommended community-oriented activities of the College is better communication between FCC and the people of Washington. Many ideas on how to improve communication were suggested by FAS--for example, going through students to the community, or working with existing organizations--but more attention clearly must be focused on this problem of communications if many of the recommended College activities are to be initiated and their impact assessed. It should be noted, in this connection, that few existing formal organizations are perceived to really represent or contact the "community;" 35 percent of the projects recommended by FAS appear to focus on the "neighborhood" as the level and scope of organization required for effective action.

C. Specific Questions and Results

Six questions--three in each interview--elicited the views of FAS and students on the nature of the relationship that should be established between the College and the community. In this discussion the FAS and student questions are paired under three headings:

College and community--what should the relationship be?

Urban problems in D. C.--which are most critical for the College to address?

Community-oriented projects--what should the College do?

The questions are paired in this manner because some comparisons between students and FAS are worthwhile. The two groups were asked different but related questions, and the responses naturally reflect the two groups' different levels of experience and immediate background in thinking about these matters. Furthermore, our discussions of responses are often couched in terms of rough categorizations of responses to each question; these categories have served our purposes but obviously represent only one of many approaches to the responses. For all of the reasons noted above, the reader is urged to study the verbatim responses to each question which are listed in Tab III, and to supplement this discussion by making his own analysis of the data on this topic.

• College and Community

The FAS question was stated as follows:

> "The concept of FCC has stressed the development of strong community-College relationships. Assuming such relationships are desirable, could you be more specific about what these relationships should be?" (FAS-3)

The verbatim responses to this open-ended question are listed under the first item in Tab III.

FCC and the Solution of Community Problems

The type of response most frequently elicited by this question has to do with the role of FCC as a resource center in the solution of problems that exist in the D. C. community at large. Almost three-fourths of the FAS respondents made mention of this problem-solving aspect of the College-community relationship. About a third of these responses expressed a feeling that FCC should not wait to be asked by the community to supply its human and intellectual resources, but should play an active role in seeking out the problems to be worked on. In contrast, another third of this set of responses expressed the belief that a passive role would be more desirable for FCC; this usually means being ready and willing to offer aid, advice, and resources when asked, but not "forcing itself" upon the community. The remaining responses of this type neither specify nor rule out a particular active or passive role for the College, but nevertheless indicate that FCC's participation in the solution of community problems is desirable.

In one sense, the opposite side of this same coin was expressed by about 20 percent of the FAS respondents, who felt that the community should serve as a resource center to the College, supplying it with resource persons (governmental and social leaders as guest lecturers, etc.) and serving as a practical laboratory for college programs and for the training of students in various kinds of social action disciplines and roles. Only one person in the FAS group so much as implied that FCC should not help to solve community problems.

Reciprocal Participation

Aside from the role of either college or community as a center of educational and/or problem-solving resources, another kind of College-community interaction was named with relatively high frequency. This type of interaction would be one involving members of the community in the activities, planning, decision making, etc., of the College, and involving the faculty, administration and students of FCC in various phases of everyday life and activity in the community. Nearly 40 percent of the people interviewed suggested the former type of relationship, more than twice the number who mentioned the latter.

The Educational Process in the Community

One rather large set of responses appears to cluster around the idea that the College should go out into the community to foster adult education, "continuing education," cultural activities, pre-college education of students to better prepare them for college, and various other types of educational activities which would be of benefit to the community.

Other Types of College-Community Relationships

Among the relatively infrequent categories of response to this question were: the opinion that one desirable role for FCC is that of training leaders who then return to the community and assist in solving the problems there; and a few comments that the desirable factor is FCC's presence in the community rather than any particular kind of interaction between College and community.

Views of Students

A related student question on the nature of College-community relations was stated as follows:

> "People talk a lot about the need for FCC to solve urban problems. What does that mean to you?" (S-24)

In this case it was possible to classify each respondent in one and only one category by the nature of his response. Of the 67 persons included in the student sample, 22 percent were unable (or possibly unwilling) to answer the question, or gave answers which were really not responsive to the question.

Of those who did answer, 37 percent of the total student sample said that, in their view, it is the job of the College chiefly to train students to go out into the community to solve its problems. A second group representing 15 percent of the students said that the College should become directly involved in the solution of the city's problems playing an active role. An additional 13 percent felt that FCC should be concerned about the District's problems, but should act only indirectly, in some way, to help solve them, e. g., by fostering community pride or encouraging advancement through education.

About 12 percent of the students interviewed expressed the opinion that the College should not get involved at all in the solution of community problems.

• Urban Problems in D. C.

Both FAS and students were asked to describe the most critical problems in D. C. which the College should help to solve. The FAS question was stated as follows:

> "In speaking of the objectives of FCC, reference is frequently made to being relevant to, or contributing to, the solution of 'urban problems.' In your opinion, what are the two or three most critical problems in the D. C. community which you think the College should strive to help solve?" (FAS-4)

The verbatim responses to the question appear as Item FAS-4 in Tab III, and suggest comparisons with the FAS question on the nature of College-community relations (Item FAS-3 in Tab III) as well as with the student responses to this question. To a certain extent, the reader will observe, the responses to most of the questions in this section are "overlapping," representing the interviewee's thoughts on College and community as these developed and were better articulated during the course of the interview.

Problems of the Educational System

The most frequent response to this question concerns the inadequacy of the public school system in the District of Columbia. Almost one-quarter of the responses were of this type, more than twice the number devoted to any other single topic. The perceived seriousness of this problem in D. C., in particular, is pointed up not only by the frequency with which it was mentioned, but also by comparison with a list of "deeply held grievances" among the Negro urbanites as described by the Kerner Report.* The National Advisory Commission on Civil Disorders ranked 12 such grievances in three levels of relative intensity. Among these, "inadequate education" is ranked at the second level of intensity for the cities studied, taken together. Although it is unclear just how the Commission developed these levels of intensity, and it is understood that the grievances differed from city to city, the extent of concern expressed by FCC educators over the inadequacy of the primary and secondary education system in this city would appear to mark Washington's public school education as being exceptionally poor in their eyes.

Among the more specific problems mentioned in connection with the public school system in D. C. were the following: inadequately prepared teachers; a poor ratio of teachers to pupils; an "outmoded educational philosophy;" the problem of school dropouts; inadequate facilities and physical plants.

Problems of Employment

The problem area relating to the degree of unemployment and underemployment among the city's residents constituted about 10 percent of the responses, or more than any other area except education. This topic fell within the Kerner Commission's first (or highest) level of intensity of grievances in their study cities.

---

*Report of the National Advisory Commission on Civil Disorders, Bantam Press Edition (New York: March, 1968), p. 165.

Home Rule for the District of Columbia

The topic of "home rule" for D. C. is, of course unique to this city. Various problems associated with Congressional control of the internal workings of the nation's capital were alluded to by eight percent of the FAS respondents.

Inadequacies in Housing

Making up another eight percent of responses were those devoted to problems of the inadequacy of housing conditions for many of the city's residents. This topic was among the three falling within the highest level of intensity in the Kerner Report.

Race-Related Problems

At least two types of responses to the present question can be classed as having a racial basis.

The term "discrimination," in a racial sense, was used in about seven percent of the responses to the question. This can be compared in a rough way to several of the topics mentioned under the Kerner Report's third (lowest) level of intensity of grievances. In contrast to this topic of inter-racial problems, the other topic to be discussed here deals with problems peculiar to blacks in general and black ghetto dwellers in particular. This includes the lack of a sense of "black identity" and a weak family structure which is perceived as having, indirectly, a racial basis. The latter concern was brought up in four percent of the responses. No comparable category of grievance was delineated in the Kerner Report, but all of the conditions mentioned there would presumably contribute to this set of problems.

Economic Problems

Economic problems, of course, run throughout the list of other topics discussed here--unemployment, housing, etc.--either as a cause or an effect. Among the rather specific economic problems described, the most frequently mentioned was economic exploitation of the city's residents (in particular the black and the disadvantaged) by businesses. This concern constituted about five percent of the responses. Other economic problems cited included inadequate level of income (again probably inseparable from unemployment, underemployment, welfare problems, etc.), the lack of long-term security among ghetto dwellers, and generally the existence of poverty and ghetto conditions.

Other Urban Problems

Each in the following list of urban problem topics was mentioned with equal frequency, totaling about one-fifth of the responses:

(1) Poor police-community relations (Kerner Commission's high intensity level);

(2) The internal workings ("inefficiency," "bureaucratic red tape") of the D. C. government;

(3) Inadequacy of public transportation;

(4) Lack of communication between individuals, and among various social groups and organizations.

Other topics mentioned with quite minor frequency were: the inadequacy of community services; environmental pollution; the crime problem in Washington; the lack of citizen respect for local authority; and poor relations between business and community.

Views of Students

One question asked of the student interview sample was quite similar to that just discussed in relation to the FAS interview. The students were asked:

> "What are the two or three most critical problems in D. C. which you think the College should try to help solve?" (S-25)

Student responses were typically less elaborate but fell in categories similar to those used for FAS responses. The principal differences are seen in the differential frequencies with which topics were mentioned by the two groups--and in the relative infrequency with which students suggested ways in which the College might respond to a given problem.

Housing conditions were the leading concern of students, 45 percent of whom mentioned urban problems related to housing (FAS, 19%). The inadequacy of D. C. public schools, by far the most frequently mentioned by FAS, was a close second in the students' mention of urban problems (FAS, 47 percent; students, 44 percent). Twenty-eight percent of the students cited "racial discrimination" in general, a topic suggested by about 14 percent of FAS. Unemployment, underemployment, and discrimination in employment were mentioned by about one-fourth of the students, by fewer than one-fifth of FAS. In the elusive category of "economic problems" discussed under the preceding question--problems involving citizens' exploitation by businessmen, poverty in general, etc.--can be placed about 20 percent of the respondents in each group. On the basis of very few mentions by either group, students were less likely to bring up poor police-community relations. In all, less than 10 percent of the students volunteered the opinion that FCC should not get involved in D. C. problems, whatever these might be.

In light of the sampling and interview schedule approaches for this round of interviews, these particular comparisons are admittedly of very limited value. But they do suggest the potential value of gathering comparative data over time from both populations--to be used to sensitize the staffs of urban land-grant institutions to their students' perceptions of problems that are ctitical, "relevant," and by their nature suggestive of how to communicate more effectively with students.

• Community-Oriented Projects

FAS were asked to recommend specific community-oriented projects that the College should undertake, and students were asked if they had heard of such projects or were interested in participating in them. The FAS question, in part, was stated as follows:

> "Would you describe the three or so specific projects which you believe are among the most important projects the College should undertake?" (FAS-7)

The question was accompanied by examples of projects and the explanation that "project" referred to an activity of the College exclusive of regular classroom activities; it was also stated that specific projects might be intended to benefit primarily the community, the students, or both.

The projects recommended by FAS respondents are listed in Table III. 1. Little effort has been made to categorize these projects for discussion here, as the list speaks for itself and any breakdown must be somewhat arbitrary. The reader may wish to compare Table III. 1 with FAS responses on the nature of College-community relationships and critical urban problems in D. C., as reported earlier in this section.

Target Areas of FAS Recommended Projects

One set of observations based on recommended projects appears to have special relevance to the other discussions in this section of the

Table III. 1. Types of Community-Oriented Projects Suggested by FAS

A. Services to Neighborhoods

1. Employment counseling
2. Credit unions
3. Consumer education
4. Housing referral
5. Jobs for borderline employables
6. Community development and organization
7. Leadership development
8. Adult education
9. Talent search
10. "Black pride" courses
11. Art and communication centers
12. Street theater
13. Adult reading programs

B. Services to Youth

1. Child care
2. "Youth salvaging"
3. Public school counseling
4. Science bus
5. Counseling of FCC students

C. Services to Families

1. Family planning
2. Family-centered assistance

D. Services to the Total City

1. General support of existing community organizations
2. Use of media to keep residents informed about FCC
3. Mass transportation study unit
4. Environmental planning
5. Home rule support service
6. Major Negro art collection at FCC
7. Studies of specific aspects of the community

E. Services to Community Professional Groups

1. Faculty development at FCC
2. Teacher training for D. C.
3. Police education

Appendix: that is the set of target populations at which projects would be aimed, which presumably reflects the respondents' assessment of critical problem areas which can be addressed through projects with which they (respondents) are at least somewhat familiar.

Nearly 50 percent of the FAS respondents suggested projects aimed at the neighborhood level of community organization. Of these, one-third suggested projects of an economic and social service nature; these projects involved credit unions, consumer education, and housing referral. Projects which may be classified as having a broader political/ social objective were suggested by a few people. Most of these suggested some form of community development and organization projects. Several respondents suggested neighborhood-level cultural/educational projects--a talent search, "black pride" courses, street theater, etc.

Projects directed at the population of youth in the community were suggested by 25 percent of the sample. These range from public school counseling to a "science bus" that would travel about the city encouraging youth to consider scientific occupations.

About 10 percent of the sample suggested projects designed for the benefit of professional-level people, especially teachers.

Family-oriented projects were also suggested by a few respondents.

Several projects directed at the city at large were suggested. They range from a specific recommendation for a mass transportation study unit at FCC to general recommendations of FCC support for existing organizations.

Views of Students

This question was posed to the student sample in a somewhat different way:

> "There's a lot of discussion around FCC of community projects which the College should help get going and in which students and faculty would participate. Are there any of these projects which you know of or have thought of in which you'd like to take part?" (S-34)

Approximately 65 percent of the students responded to this question in very general terms. For example, 22 percent said that they hadn't heard of any such projects; about eight percent said that, while they had not heard of any specific projects, they thought they would be interested in participating in some such form of community service; an equal number, on the other hand, said they probably would not be interested even if they had heard of any such projects; and a number of students are reported as answering a simple "No," which could mean either that they hadn't heard of any projects or that they would rather not participate. Several students mentioned that some "community development and organization" projects were being considered in conjunction with work in their classes at FCC, but did not name any specific projects in this connection.

Many respondents (about 35% of the sample) named specific kinds of projects such as the following: tutoring; "housing" projects; recreation projects; and self-help projects (to help people avoid public assistance and welfare involvements). Others mentioned "black labor;" community work;" collection of funds to help needy families; work with the elderly; development of civic responsibility; and placement for Junior Village children.

Specific projects now underway, and with reported student participation, are listed on page 61, Part B.

Table III. 2. Types of Community-Oriented Projects Suggested by FCC Students

A. General Types of Projects Suggested by Students

1. Tutoring
2. Day care
3. Recreation programs
4. Health projects
5. Housing
6. Welfare projects (self-help to reduce dependence on public assistance)
7. Support "black labor"
8. Community education about rights
9. "Social work"
10. Junior Village child placement
11. Collection of funds to help needy families
12. Work with the elderly
13. Development of civic responsibility

B. Specific Projects Suggested by Students

1. Project GO
2. "Future for Jimmy"
3. Head Start
4. OIC
5. Upward Bound
6. Boys Club
7. Anacostia School System Study
8. Removal of liquor stores from 14th Street and Park Road

A Note on College-Community Projects

One factor to be kept in mind when appraising student interest in community projects--at this or any future urban land-grant institution--is the amount of time that students have available to participate. A sizable number of FCC's students have families to support, and a remarkable number of those interviewed are working while they are going to school. In fact, of the 67 students interviewed:

- Over 25 percent report they are attending FCC full-time and working full-time.
- Over 25 percent are attending FCC part-time and working full-time.
- Over 34 percent are attending FCC full-time and working part-time.

The amount of time that such students can devote to special projects, unless they are paid and assured "tenure" comparable to their jobs, is going to be very limited.

A similar situation exists with respect to FAS personnel. Since all have full-time jobs already, it would be difficult for most of them to take on additional responsibilities of any importance unless "release" time is provided by the College. This is likely to become a prominent issue in the future. If the College is to make good on its commitment to serious College-community programs, it must back up that commitment by providing sufficient, otherwise-uncommitted, time for personnel so involved.

IV. VIEWS ON RACIAL ISSUES AT FCC

A. Purpose of the Questions

If FCC is to be relevant to the needs of the community, racial issues are inherent problems with which the College must deal. The community is predominantly black and the problems of the community tend to be inextricably interwoven with racial issues. The problems of the larger community tend also to be problems of the College. The College will be judged by the community in terms of the ways in which its policies and programs do deal with racial issues, and its achievement of its ultimate goals dependes, therefore, very much on what the College actually does concerning them. There is a strong requirement on the institution to demonstrate wisdom in developing policies which deal forthrightly and effectively with race-related issues. The problem, of course, is what is wisdom in this situation?

If race is accepted as a basic problem which has ramifications throughout all the activities of the College, then it is important for the College to accurately perceive the reality with which it must work. We asked a number of questions relating to racial issues in an effort to begin defining that reality as it exists in the early stage of the College's development. It is unlikely that the College can devise constructive solutions in this area until it can first accurately define the specific nature of the problem. The questions we asked represent only a beginning in this direction and we believe substantial continuing study in this area should be undertaken.

From preliminary interviews with FAS personnnel, we became aware that the racial composition of the FAS was a matter of significant concern on which strong and differing views appeared to be held. In addition, there was evidence to the effect that potentially important conflicts were perceived as developing within FAS personnel, conflicts which were seen as fundamentally related to differences between black and white orientations and motivations. Our questions explored both matters: the racial composition of FAS and perceived racial conflict. In addition, we asked students how they felt about the College taking an active role in trying to improve race relations and also how important they considered studies of black culture.

The primary rationale behind the race-related questions was the attempt to more precisely define the specific nature of at least some of the race issues highly relevant to policy-making at the College.

In two of the race-related questions, the particular format used deserves mention. It was basically a list of a number of alternative future outcomes in a particular area about which respondents were asked:

(1) which outcome they personally preferred;

(2) which outcome they thought would actually occur;

(3) which outcomes they believed a number of other groups would prefer.

The responses to this kind of question permit comparisons between what people say they really want and what they believe will actually happen. They also permit comparing the actual preferences of people in particular groups with other people's perceptions of those preferences. This comparison provides an indication of how accurate people are in perceiving the reality around them.

B. General Findings

It is our impression that racial issues are the most important problems confronting those seeking to create FCC. We would have to predict that what FCC does with respect to policies and programs having racial implications will be among the most critical determinants of the College's ultimate success.

On the question of the future racial composition of faculty, administration, and staff, the alternative outcome most preferred is that they should be recruited and retained on grounds independent of race. However, very few predicted that this outcome would occur--the largest number believed that the composition would become evenly balanced. On this question, therefore, there is a substantial difference between what people want and what they predict will happen.

Virtually no one wants the faculty to become mostly white or all black. About one-third of the total FAS prefer the faculty to become mostly black and a greater percentage of white than black FAS prefer this alternative.

When we look at how accurately people in different groups at FCC perceive the opinions of various groups (including their own), we must conclude that a fairly high degree of inaccuracy prevails. People tend to believe that others do not agree with them. They are generally wrong in this. The different groups actually agree pretty well on what they prefer, but they don't believe that they agree. They perceive differences where differences do not exist. On both of the questions on which we had such data, the general picture was that there existed very little actual disagreement, but substantial perceived disagreement.

The relative accuracy of the three different groups--white FAS, black FAS, and students--among which comparisons could be made was as follows:

(a) Accuracy of perceiving black FAS preferences

    (1) Students were most accurate
    (2) White FAS were intermediate
    (3) Black FAS were least accurate

(b) Accuracy of perceiving white FAS preferences

    (1) White FAS were most accurate
    (2) Black FAS and students were about the same

(c) Accuracy of perceiving students' preferences

    (1) White FAS were most accurate
    (2) Black FAS were intermediate
    (3) Students were least accurate

The phenomena revealed by these findings deserve further study in order to determine what may account for the general lack of accuracy and for the particular pattern of relative inaccuracies among the three groups.

On the question of whether there were any important disagreements, tension, or conflict between white and black FAS members, a large majority of the FAS said there were and an equally large majority of the students said there were not. The particular nature of the conflict was seen by nearly two-thirds of the total sample as being related to an underlying polarization between white and black.

On the question concerning future resolution of racial conflict at the College, the same pattern described earlier was found--the majority preferred one particular outcome, but few predicted that outcome would occur. In terms of accuracy of perceptions of other groups' preferences on this question, black and white FAS do not differ in accuracy in estimating black FAS preferences. A large difference occurs, however, in estimating white FAS preferences--the white FAS are far more accurate than the black FAS.

There were two race-related questions asked of students only. One concerned whether the College should take an active role in trying to improve race relations. A majority thought it should, but over one-third thought either that it should not or that this should not be a major purpose of the College. A question was also asked concerning how important it was for FCC to place a strong emphasis on the study of black culture. The responses indicate that FCC students consider the study of black culture extremely important. The discussions with students on this question suggest a qualification to the bare quantitative responses. Students appear to be saying, "Yes, we approve of and want courses on black culture, but we don't want the school to get hung up on black culture, which might jeopardize the future of the school and therefore, our only opportunity for higher education." In other words, let's do it, but make sure we tread quietly.

Our overall impression from the responses to the questions on racial issues at the College is that in this area, people at FCC are not communicating effectively with each other. There exists a tendency to falsely attribute opposing motives and opinions to others when in actual fact there exists little objective disagreement.

C. Specific Questions and Results

Racial Composition of FAS at FCC

One question, included in both the student and FAS interviews, posed five possible outcomes as to what could happen to the racial makeup of the FAS at FCC in the future. Each respondent was asked which of the outcomes he preferred and which he thought was most likely to happen. He was then asked to estimate which of the outcomes he thought each of five different groups would prefer. The five groups were:

1. majority of FCC students
2. majority of black faculty and staff
3. majority of white faculty and staff
4. majority of the D. C. community
5. majority of Congress.

A copy of the question and the respondent sheet as they were used in the interviews are shown on the next two pages.

A large number of different comparisons and analyses can be made of the responses to this one question. In the remainder of this section, results are presented pertinent to five different questions:

1. which outcome do people want?
2. which outcome do people believe is most likely?
3. how do peoples' preferences compare with their predictions?
4. what outcomes do people think others prefer?
5. how accurate are people in their estimates of what others prefer?

6A. Black-White Ratio

At the present time, the majority of the faculty and staff are white.* Some people have expressed the feeling that this white predominance is wrong, given the fact that the majority of the community and student body are black.

[HAND INTERVIEWEE RESPONDENT SHEET Q. 6A]

You see listed on this sheet, six future possibilities on what could happen to the racial make-up of the faculty and staff of the College. On the right you see 7 columns labeled A, B, C, etc. I'm going to ask you 7 different questions about that list of outcomes and I'd like you to record your answers in the particular column I indicate. [Let Interviewee answer each question before asking the next one.]

(1) In Column A, please put an X beside the future outcome which you personally would most like to see happen.

(2) In Column B, put an X beside the future outcome which you think is most likely to happen.

(3) In Column C, put an X beside the outcome you think the majority of students at FCC would prefer. (I. e., answer as you think they would.)

(4) In Column D, put an X beside the outcome you think the majority of the black faculty and staff would prefer.

(5) In Column E, put an X beside the outcome you think the majority of white faculty and staff would prefer.

(6) In Column F, put an X beside the outcome you think the majority of the D. C. community would prefer.

(7) In Column G, put an X beside the outcome you think the majority of the U. S. Congress would prefer.

---

*NOTE: In actual fact, at about the time of the interviews, while this statement was still true of the faculty category, the total staff was approaching 60 percent black. This fact was unknown to us and no FAS interviewed changed the statement; one student did.

Copy of the Respondent Sheet

Number ____________________

Respondent Sheet Q. 6A

6A. Black-White Ratio

In the future--let's say by the end of about five years--the faculty and staff of FCC will:

(possible outcomes)	A	B	C	D	E	F	G
1. remain predominantly white							
2. become fairly evenly balanced between white and black at all levels							
3. become predominantly black							
4. become essentially all black							
5. be recruited and retained on grounds totally independent of race							

1. Which Outcome Do People Want? In Table IV. 1, the preferences of each of the groups for each of the alternative outcomes is shown. While a substantial minority of both the FAS and students at FCC appear to prefer a college staff that is mostly black, the overwhelming preference among both groups is for recruitment and retention of FAS on grounds totally independent of race, or for an even racial balance. Virtually no individual prefers that the FAS remain predominantly white nor that it become all black.

Table IV, 1. Outcomes Preferred (from Column A)

	Preferred by:									
Possible Outcomes	Black FAS		White FAS		Total FAS		Students		FAS and Student Samples Combined	
	f	%	f	%	f	%	f	%	f	%
1. remain mostly white	0	0	0	0	0	0	0	0	0	0
2. become evenly balanced	8	32	6	21	14	26	30	45	44	37
3. become mostly black	4	16	8	29	12	23	9	13	21	18
4. become all black	0	0	0	0	0	0	1	1	1	1
5. be recruited & retained independent of race	11	44	14	50	25	47	27	40	52	44
N =	23[1]		28		51		67		118[2]	

[1] Since a few respondents did not answer all questions, the total N's do not always equal the total interviewed.

[2] This combined category will always be based on the total number of persons responding, and therefore should always equal (within the limits of rounding error) 100%.

---

2. Which Outcome Do People Believe Is Most Likely? Table IV. 2 is similar to the preceding table except that the responses are those from

Column B of the Respondent Sheet--i.e., the outcomes believed most likely to happen. All but the white FAS subgroup predicted the composition would become evenly balanced. The white FAS subgroup also tended to choose this alternative but a slightly higher percentage predicted the FAS would become mostly black.

Table IV.2. Outcomes Predicted (from Column B)

	Predicted by									
	Black FAS		White FAS		Total FAS		Students		FAS and Student Samples Combined	
Possible Outcomes	f	%	f	%	f	%	f	%	f	%
1. remain mostly white	4	16	1	4	5	10	6	9	11	9
2. become evenly balanced	10	40	10	36	20	38	24	36	44	38
3. become mostly black	6	24	11	39	17	32	16	24	33	28
4. become all black	3	12	1	4	4	8	9	13	13	11
5. be recruited & retained independent of race	1	4	3	11	4	8	12	18	16	14
N =	24		26		50		67		117	

3. How Do Peoples' Preferences Compare with Their Predictions?

In Table IV. 3, the preferred outcomes are compared with the predicted outcomes. While 44 percent of the combined samples prefer that the FAS be recruited and retained on grounds totally independent of race, only 14 percent believe that will actually happen. Whereas only one percent preferred the FAS to become all black, 11 percent believed it would. No one wanted it to remain mostly white, while nine percent believed it would. About the same percentage preferred an evenly balanced composition as predicted it although we do not know from the data presented whether these are the same people or not. While 18 percent preferred the "mostly black" alternative, 28 percent predicted that alternative. One might attempt to characterize these overall results in the following way: (1) people want to get rid of race as a criterion for selection and retention of FAS, but they don't think it will happen; (2) they don't want it to become either all white or all black and they are willing to settle for an even balance or a black predominance.

Table IV. 3.* Comparisons of Outcomes Preferred and Outcomes Predicted

	Black FAS		White FAS		Total FAS		Students		FAS and Student Samples Combined	
Possible Outcomes	Pref %	Pred %	Pref %	Pred %	Pref %	Pred %	Pref %	Pred %	Pref %	Pred %
1. remain mostly white	0	16	0	4	0	4	0	9	0	9
2. become evenly balanced	32	40	21	36	26	38	45	36	37	38
3. become mostly black	16	24	29	39	23	32	13	24	18	28
4. become all black	0	12	0	4	0	8	1	13	1	11
5. be recruited & retained independent of race	44	4	50	11	47	8	40	18	44	14

---

*NOTE: In the remaining tables, only percentages will be used in order to make the tables more easily read. The N's in each case can be determined by reference back to Tables IV.1 and IV.2.

4. What Outcomes Do People Think Others Prefer? The next five tables show the estimates made of what outcomes other people preferred. The many comparisons which can be made both within each of these five tables and between them are far too numerous to summarize in any succinct manner. The reader is invited to note the particular ways in which the estimates of others' preferences by black FAS, white FAS, and students differ. By comparing the combined sample columns of each of the five tables, one can gain an idea of how the different groups are being stereotyped by the groups doing the estimating. Also, by comparing the actual preferences of the black FAS, white FAS, and student groups with the combined estimates of their preferences, one finds that it is the student group whose opinions are most inaccurately estimated, the white FAS group is next most inaccurately estimated, and the black FAS is most accurately estimated of the three groups.

While opinions on the preferences of black FAS, white FAS, students, and the D.C. community vary greatly within and between respondent groups, a large plurality of FAS feel that Congress would prefer predominantly white staffing, Student opinion on Congress' preferences is divided, with a slight plurality estimating a preference for even racial balance. No group feels Congress would prefer an all-black FAS.

Table IV. 4a. Estimates of Outcomes STUDENTS Would Prefer (from Column C)

Possible Outcomes	Estimated by Black FAS	White FAS	Total FAS	Students	FAS and Students Samples Combined
1. remain mostly white	0%	0%	0%	0%	0%
2. become evenly balanced	24	29	26	23	26
3. become mostly black	24	25	25	45	38
4. become all black	24	4	13	21	18
5. be recruited & retained independent of race	12	36	25	11	18

Table IV. 4b. Estimates of Outcomes BLACK FAS Would Prefer (from Column D)

Possible Outcomes	Estimated by Black FAS	White FAS	Total FAS	Students	FAS and Students Samples Combined
1. remain mostly white	0%	0%	0%	1%	1%
2. become evenly balanced	24	14	19	34	26
3. become mostly black	32	39	36	10	21
4. become all black	28	32	30	9	25
5. be recruited & retained independent of race	8	7	8	45	27

Table IV.4c. Estimates of Outcomes WHITE FAS Would Prefer
(from Column E)

	Estimated by				
Possible Outcomes	Black FAS	White FAS	Total FAS	Students	FAS and Students Samples Combine
1. remain mostly white	16%	4%	10%	6%	8%
2. become evenly balanced	32	39	36	48	44
3. become mostly black	0	18	11	1	6
4. become all black	0	0	0	0	0
5. be recruited & retained independent of race	40	32	36	43	42

Table IV.4d. Estimates of Outcomes D.C. COMMUNITY Would Prefer
(from Column F)

	Estimated by				
Possible Outcomes	Black FAS	White FAS	Total FAS	Students	FAS and Students Samples Combine
1. remain mostly white	4%	0%	2%	1%	2%
2. become evenly balanced	40	36	38	42	44
3. become mostly black	36	18	26	27	29
4. become all black	0	4	4	7	6
5. be recruited & retained independent of race	8	18	13	21	21

Table IV. 4e. Estimates of Outcomes CONGRESS Would Prefer (from Column G)

	Estimated by				
Possible Outcomes	Black FAS	White FAS	Total FAS	Students	FAS and Students Samples Combined
1. remain mostly white	52%	46%	49%	30%	39%
2. become evenly balanced	16	25	21	37	30
3. become mostly black	0	0	0	3	2
4. become all black	0	0	0	0	0
5. be recruited & retained independent of race	28	25	26	30	29

5. How Accurate Are People in Their Estimate of What Outcomes Others Prefer? In the next three tables, we show the comparison between the actual preferences of the three groups and their preferences as estimated by each of the three groups. The right hand part of the tables shows the discrepancies between the actual preference and estimated preference by each group. The sum of discrepancies at the bottom of the table is a measure of the relative accuracy of the three groups. For example, in Table IV. 5a, the sum of discrepancies indicates that the students were most accurate in estimating black FAS preferences; the black FAS was next most accurate and the white FAS the least accurate. As can be seen from the next two tables this order of accuracy changes depending upon which groups' preferences are being estimated.

The relative inaccuracy of each group's predictions of their own and other respondent groups' preferences indicates that a great deal of misperception is taking place. While white FAS predict their own and students' preferences more accurately than do the others interviewed, these same white FAS err most widely in attributing more "militant" views to black FAS than actually exist.

And while students estimate black FAS preferences with extreme accuracy, their perception of the preferences of their peers indicates a tendency to see other students as having a stronger preference for "blackness" in the FAS than they actually have.

The black FAS, who made poor predictions of both other groups' preferences, appear not to perceive that some white FAS would encourage a predominantly black FAS. Black FAS also overestimate the preference of students for total blackness.

Perhaps most surprising is the misperception of preferences within the individual's peer group, which was worst among students, only slightly better among black FAS, and better yet, though still not very accurate, among white FAS.

Some interesting sex differences find women, more so than men, tending to see others as preferring race-independent recruitment, and in this women are probably more accurate. Men show a more frequent tendency to perceive others as preferring black predominance than do women. Both of these tendencies reflect each group's own preferences. Additionally, more women than men see D. C. residents as preferring an even racial balance.

Table IV. 5a. Accuracy of Estimates of Black FAS Preferences

Possible Outcomes	Actual Black FAS Pref.	Estimated by: White FAS	Estimated by: Black FAS	Estimated by: Students	Discrep. betw. Est. & Act. White FAS	Discrep. betw. Est. & Act. Black FAS	Discrep. betw. Est. & Act. Students
1. remain mostly white	0%	0%	0%	1%	0	0	1
2. become evenly balanced	32	14	24	34	18	8	2
3. become mostly black	16	39	32	10	23	16	6
4. become all black	0	32	28	9	32	28	9
5. be recruited & retained independent of race	44	7	8	45	37	36	1
Sum of Discrepancies =					110	88	19

Table IV. 5b. Accuracy of Estimates of White FAS Preferences

Possible Outcomes	Actual White FAS Pref.	Estimated by: White FAS	Estimated by: Black FAS	Estimated by: Students	Discrep. betw. Est. & Act. White FAS	Discrep. betw. Est. & Act. Black FAS	Discrep. betw. Est. & Act. Students
1. remain mostly white	0%	4%	16%	6%	4	16	6
2. become evenly balanced	21	39	32	48	18	11	27
3. become mostly black	29	18	0	1	11	29	28
4. become all black	0	0	0	0	0	0	0
5. be recruited & retained independent of race	50	32	40	43	18	10	7
Sum of Discrepancies =					51	66	63

Table IV. 5c Accuracy of Estimate of Students' Preferences

Possible Outcomes	Actual Student Pref.	Estimated by:			Discrep. betw. Est. & Act.		
		White FAS	Black FAS	Students	White FAS	Black FAS	Students
1. remain mostly white	0%	0%	0%	0%	0	0	0
2. become evenly balanced	45	29	24	23	16	21	22
3. become mostly black	13	25	24	45	12	11	32
4. become all black	1	4	24	21	3	23	20
5. be recruited & retained independent of race	40	36	12	11	4	28	29
		Sum of Discrepancies		=	35	83	103

Racial Conflict within the Faculty and Staff

Is Racial Conflict Seen as Existing within the Faculty and Staff at FCC? We asked the identical question in both the staff and the student interviews. The question was: "Do you believe that any important disagreement, tension, or conflict exists between white and black members of the faculty and staff?" The answers clearly depended on who we asked. In Table IV. 6, below, is shown the clearcut reversal of view between FAS and students. Nearly 80 percent of the FAS said "yes" whereas nearly 80 percent of the students said "no."

Table IV. 6. FAS and Students' Views on Existence of Racial Conflict within FAS

	FAS	Students
Yes	79%	14%
No	17%	79%
Don't know	4%	7%

We can also ask whether there was a difference between black and white staff on this question. In Table IV. 7, below, it is shown that there appears to be a slight tendency for more whites to perceive that conflicts exist than blacks and over twice as many blacks as whites perceive no conflict.

Table IV. 7. Black and White FAS Views on Existence of Racial Conflict within Staff

	Black FAS	White FAS	Black and White Combined
Yes	72%	86%	79%
No	24%	11%	17%
Don't know	4%	4%	4%

The difference between FAS and student responses to this question are not surprising in view of the fact that the students had only just started school at the time of the interview, while most of the FAS had been at FCC for several months. In addition, the question asked about conflict within the FAS. FAS members, therefore, were in a better position to observe whether conflict existed and had a much longer time period in which to become aware of it.

One word of caution on the meaning of the response to this question. Although over three-fourths of the FAS indicated that important disagreements, tensions, or conflict did exist between black and white members of the FAS, we have no measure of the intensity of such conflict and no way of comparing FCC with any other school on this issue. We cannot say, therefore, that the data indicate a high level of conflict; we can only say that a large majority of the FAS believe that conflicts exist and that the divisions are on racial lines. It is our impression that the intensity or level of conflict at FCC is not substantially different from that normally existing in most colleges, although it may be somewhat more out in the open at FCC than elsewhere.

What is the Nature of the Conflict Which Is Seen? If a person answered "yes" to the previous question, we then asked: "What is the nature of the conflict?" The responses to this open-ended question vary considerably and no absolutely clear-cut way of grouping them into meaningful categories is apparent. The responses themselves are listed in Tab IV, and the reader can examine and interpret them for himself. There did appear to be three broad categories into which all but two responses seemed to fit. One of these three categories concerned differences over the basic objectives and purposes of the school; the second dealt with the differences over particular policies of the College and with the question of who should have power; and the third dealt with one or another aspect of differences between blacks and whites. The statements in this third category tended to focus, in one way or another, on the assumed or perceived polarization between whites and blacks, on the lack of mutual understanding between them, and on the characteristics of each which are seen as preventing members of the two races from working together without racially-rooted conflict. The fifty responses were categorized into these three broad categories (two responses could not be so categorized), and yielded the percentages shown in Table IV. 8.

Table IV. 8. Nature of the Conflict

Issues Indicated by the Response	Black Respondents	White Respondents	Total
1. Basic purposes of FCC	4%	16%	20%
2. Particular policies and power	8%	10%	18%
3. Black-white polarization	26%	36%	62%
	38%	62%	100%

The results in Table IV. 8 should be considered only as suggestive of the major areas which the respondents indicated they thought were the areas of conflict between black and white members of the staff. We cannot really argue that the percentages are meaningful and reflect the attitudes of the entire staff because the categories were determined from inspection of the actual responses. We think, however, that the responses suggest that there exists a generalized perception, on the part of both whites and blacks, to the effect that conflict exists; each defines the situation as one in which black and white are polarized in terms of basic attitudes and motivations, and this polarization leads members of each race to differing conclusions about desirable action. There does not exist, in other words, a common set of assumptions about each other which all FAS members can accept independent of race. The conditions for communication and interaction leading to change are therefore difficult to establish, as are the conditions for negotiation and mutually agreed upon procedures for resolving differences and determining common policy.

Studies of the negotiation process have tended to show that stymied negotiations can only be effectively continued when the parties involved can agree on and accept some principle or proposition which is superordinate to the particular issue involved. For example, labor-management negotiations frequently remain stymied until both sides agree to abide by the decision of an independent arbiter. They haven't, in this case, agreed on the issue in dispute, but they have agreed on the means of resolving it. We suggest that an analogous principle, over-arching the black-white polarization, does not appear to exist at FCC although frequent reference is made to the need for it.

Resolution of Conflict within FAS. Since FAS generally feel that racial conflicts are important, the next logical step is to ask about preferred methods of resolving such conflicts. The format of this item in the interview was similar to that regarding the racial composition of the FAS. The question was asked of the FAS group only, and called for statements concerning: the personal preference of the individual being interviewed; a prediction as to the method to be employed to resolve the conflicts; an estimate of what students would prefer; what black FAS would prefer, what white FAS would prefer, what the majority of D. C. residents would prefer, and finally, what the majority of the U. S. Congress would prefer. A copy of the question and respondent sheet are included in the next two pages.

6E. Resolution of Conflict

The next question has to do with how you think the conflict may eventually be resolved.

[HAND INTERVIEWEE RESPONDENT SHEET Q. 6E]

Listed on this sheet you see five possibilities of what might happen in the future. I'm going to ask you 7 different questions about that list of outcomes and I'd like you to record your answers in the particular column I indicate.

(1) In Column A, put an X beside the outcome you would most like to see happen.

(2) In Column B, put an X beside the outcome you think is most likely to happen.

(3) In Column C, put an X beside the outcome you think the majority of students at FCC would prefer. (i. e., answer as you think they would.)

(4) In Column D, put an X beside the outcome you think the majority of the black faculty and staff would prefer.

(5) In Column E, put an X beside the outcome you think the majority of the white faculty and staff would prefer.

(6) In Column F, put an X beside the outcome you think the majority of the D. C. community would prefer.

(7) In Column G, put an X beside the outcome you think the majority of the U. S. Congress would prefer.

Copy of the Respondent Sheet

Number ______________
Respondent Sheet Q. 6E

6E. Resolution of Conflict

In the future--let's say by the end of about five years--the conflicts between black and white members of the faculty and staff will:

(possible outcomes)	A	B	C	D	E	F	G
1. remain a continual problem but not a serious threat to the effective functioning of the school							
2. remain a continual problem seriously impairing the ability of the College to function effectively							
3. be resolved by recruiting a predominantly or completely black faculty and staff							
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff							
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel							

The data presented in Table IV. 9 refer to both the preferences and the predictions of FAS members with regard to possible methods of resolving whatever internal racial conflict exists. This represents, of course, only those people who felt that some conflict does exist.

Table IV.9. Preferences and Predictions of FAS Members Regarding Resolution of Internal Racial Conflicts

	Black FAS		White FAS		Total FAS	
Racial problems will:	Pref %	Pred %	Pref %	Pred %	Pref %	Pred %
1. remain a continual problem but not a serious threat to the effective functioning of the school	4%	20%	4%	25%	4%	23%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0	20	0	21	0	21
3. be resolved by recruiting a predominantly or completely black faculty and staff	0	12	4	7	2	9
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	8	16	4	14	6	15
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	60	4	79	18	70	11

It would appear that those black and white members of the FAS who perceive conflict in the FAS agree to a great extent in their preferences of appropriate methods for resolving those internal racially-based conflicts. Each appears to suffer from misperception of the intentions and preferences of the other, however. White individuals see their black colleagues as being much more demanding and "militant" than the black FAS members actually are by their own admission. Conversely, it seems that black staff members see their white peers as being motivated primarily by fear of loss of control or even perhaps loss of their jobs because they are white people in what they are perceived as fearing will become a black college.

More white than black individuals see Congress as accepting negotiation within the FAS as a suitable method of resolving conflict, while a majority of blacks feel that Congress would want more direct methods, such as removal of dissident individuals from the staff.

Preferences for Methods of Conflict Resolution. The preferences of black and white members of the FAS differ very little from each other, the major difference being that a larger majority of white FAS chose conflict resolution by development of mutual understanding and agreement through negotiation. A majority of both groups chose this method of solution over others.

Neither was there much expression of preference within either the black or the white FAS for resolving conflicts by means of systematically recruiting black faculty and staff.

Predictions of Methods to Be Employed in Resolving Internal Conflicts. Those columns of Table IV. 9 showing FAS predictions of probable methods to be applied to resolution of racial conflict convey a picture of mixed expectations. Again the black and white individuals' responses generally agree in the way they are distributed, but no clear expression of group opinion is evident for either group. More white FAS members appear confident of conflict resolution by negotiation and ultimate development of understanding, but this is still the opinion of only a small minority.

The highest plurality of sentiment found was in the 40 percent or more of each group feeling that racially-based conflict will remain a problem at FCC over time. These are about equally subdivided into those who do not expect serious threat from it and those who do.

Comparison of Preferences and Predictions. The discrepancies between preferred and predicted outcomes also are quite similar for the two racial groups within the FAS sample.

The major result of this comparison is that, although a majority of both black and white FAS would prefer resolution of internal racially-based conflict by means of discussion and negotiation among all school personnel, only a small minority of each group predicts such an outcome.

Secondarily, while virtually no one would like to see these conflicts remain as problems at FCC, substantial minorities of both groups feel that their continuation is virtually assured.

Estimates of Students' Preferences for Methods of Resolving Internal Conflict. The FAS members were next asked what they thought were the preferences of the majority of FCC students with regard to resolving interracial conflict in the FAS. The data is presented in Table IV. 10. In this case, the perceptions of white and black FAS members differ considerably on certain points.

Table IV. 10. Estimates by FAS of Students' Preferences for Methods of Resolving Internal Conflict

	Estimated by:		
	Black FAS	White FAS	Total FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	8 %	4%	6%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%
3. be resolved by recruiting a predominantly or completely black faculty and staff	28%	0%	13%
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	12%	18%	15%
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel.	24%	61%	43%

While few individuals in either group feel that students would want racial conflicts to remain unresolved, and only a slightly larger number think students would want resolution of problems through dismissal of certain faculty members, far more white than black (61% vs. 24%) FAS members perceive students as desirous of negotiated agreement, and far more black than white individuals (28% vs. 0%) appear to feel that students would prefer a "black-recruitment" plan as a solution.

Estimates of the Preferences of Black FAS Members for Methods of Resolving Conflict. Once again, the responses of white and black FAS members parallel each other very closely in the data presented in Table IV. 11.

Neither group has any substantial number of members who feel that black FAS members would prefer to have racially-based conflicts remain a problem at FCC, whether presenting a serious threat to College functioning or not. Nor do very many in either group perceive that removal of dissident persons from the staff would be very desirable to black FAS members.

Table IV.11. Estimates by FAS of Black FAS Preferences for Methods of Resolving Internal Conflict

	Estimated by:		
	Black FAS	White FAS	Total FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	0%	4%	2%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%
3. be resolved by recruiting a predominantly or completely black faculty and staff	44%	39%	42%
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	4%	14%	9%
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	24%	25%	25%

On the other hand, a similar plurality of each group ranks resolution of conflict by a campaign to recruit predominantly among blacks as the majority preference of black FAS.

A smaller, but still substantial, number in each group expressed an estimate that most black FAS would prefer resolution of conflict through participation in discussion and negotiation.

Estimates of the Preferences of White FAS Members for Methods of Resolving Conflict. Though quite different in some respects from their estimates of black FAS members' preferences, the estimates among staff members of white FAS preferences are again quite similar for black and white persons.

Once more, neither group has many members who perceive white FAS as being desirous of having racial conflicts continue to be problems (see Table IV. 12).

Table IV. 12. Estimates by FAS of White FAS Preferences for Methods of Resolving Internal Conflict

	Estimated by:		
	Black FAS	White FAS	Total FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	8%	4%	6%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%
3. be resolved by recruiting a predominantly or completely black faculty and staff	0%	0%	0%
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	40%	21%	30%
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	24%	64%	45%

On the other hand, where many people thought that black FAS wanted "predominantly black" recruitment policies, nobody thought that white FAS would view this as a viable alternative. The opposite holds for resolution by removing dissidents, which is seen by a plurality of blacks and a substantial minority of whites as the majority choice of white FAS, but is seen as a black preference by relatively few individuals.

An interesting reversal of opinion between the two groups of FAS occurs here. While a substantial majority of white FAS see their white peers as preferring "negotiated settlement," and only a third as many see removal of dissenting staff members as the preferred alternative, a plurality of black FAS see the latter as preferred, and only half as many estimate a white FAS preference for resolution of conflict through discussion and negotiation.

Estimates of the Preferences of D. C. Residents for Resolution of Race-Based Conflict in FCC. An interesting fact to keep in mind in interpreting Table IV. 13 is that in this instance alone is the no-response rate higher for white than for black FAS. This phenomenon was noticed first in the FAS estimates of community preference for racial composition of the FCC staff, and is reinforced here. Possibly a number of white individuals do not feel sufficiently knowledgeable to respond as the average D. C. resident might.

A plurality of both black and white perceive a community preference for resolution of FCC's internal conflicts through negotiation and widespread discussion of issues. The number of white FAS saying this is considerably larger than the number of black FAS, however.

Additionally, somewhat more black than white FAS see most D. C. residents as preferring a policy of recruiting black staff over white. This is interesting in that both see white FAS as preferring it.

Table IV. 13. Estimates by FAS of D. C. Residents' Preferences for Methods of Resolving Internal Conflict

	Estimated by:		
	Black FAS	White FAS	Total FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	4%	4%	4%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%
3. be resolved by recruiting a predominantly or completely black faculty and staff	20%	7%	13%
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	12%	18%	15%
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	32%	43%	38%

Estimates of the Preferences of the Majority of the U. S. Congress for Conflict-Resolution Methods at FCC. Table IV. 14 shows that while more than half of the black FAS interviewed made an estimate stating that Congress would prefer to reduce conflict by removing dissidents, only about a third of white FAS made this same estimate.

On the other hand, almost half of the white FAS group perceive Congress as preferring a "negotiated settlement" among all FCC personnel, but only a little over 10 percent of black FAS agree with that view.

Table IV. 14. Estimates by FAS of Congressional Preferences for Methods of Resolving Internal Conflicts

	Estimated by:		
	Black FAS	White FAS	Total FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	4%	4%	4%
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%
3. be resolved by recruiting a predominantly or completely black faculty and staff	0%	0%	0%
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	56%	36%	45%
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	12%	46%	30%

Again, sentiment in both groups is that Congress would want resolution of such racially-based conflict, but would not want conflict reduction to result from a policy of hiring blacks predominantly over whites.

Accuracy of Estimates of Black FAS Preferences. As both black and white FAS gave similar preferences and made similar predictions, their accuracy (or lack of it) in estimating the preferences of the black FAS was of the same order of magnitude (see Table IV. 15).

The largest error occurred in that a rather large plurality of both groups overestimated, by a vast margin, the number of black FAS who would prefer a black-recruitment policy to any other form of conflict resolution. Though this alternative was not mentioned by even one individual black FAS member, sizable portions of both groups felt that it would express the majority opinion among black FAS.

Both also erred in grossly underestimating the number of black FAS who would prefer conflict resolution by means of discussion of problems. Although 60 percent of black FAS actually preferred this method, only about a fourth of white and black FAS felt this would be a majority preference.

Table IV. 15. Accuracy of Estimates of Black FAS Preferences for Methods of Resolving Internal Conflict

	Actual Preference	Estimated by		Discrepancy	
	Black FAS	Black FAS	White FAS	Black FAS	White FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	4%	0%	4%	4	0
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%	0	0
3. be resolved by recruiting a predominantly or completely black faculty and staff	0%	44%	39%	44	39
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	8%	4%	14%	4	10
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	60%	24%	25%	36	35
		Sum of Discrepancies		88	84

Accuracy of Estimates of White FAS Preferences. While neither white nor black FAS were very accurate in projecting the actual preferences of the black FAS group, both showed about equal accuracy--or inaccuracy. Table IV. 16 shows that white FAS are quite accurate in estimating their own white peers' preferences, however, and are vastly more accurate in this instance than are black FAS.

Table IV. 16. Accuracy of Estimates of White FAS Preferences for Methods of Resolving Internal Conflict

	Actual Preference	Estimated by		Discrepancy	
	White FAS	Black FAS	White FAS	Black FAS	White FAS
1. remain a continual problem but not a serious threat to the effective functioning of the school	4%	8%	4%	4	0
2. remain a continual problem seriously impairing the ability of the college to function effectively	0%	0%	0%	0	0
3. be resolved by recruiting a predominantly or completely black faculty and staff	4%	0%	0%	4	4
4. be resolved by removing members considered to be the sources of the problems by the majority of the faculty and staff	4%	40%	21%	36	17
5. be resolved by the development of mutual understandings, negotiations, and agreements among all school personnel	79%	24%	64%	55	15
		Sum of Discrepancies		99	36

The largest area of misperception by black FAS of their white peers' preferences is in their gross underestimate of white FAS' tendency to prefer the negotiated-settlement route to all others, and in their overestimate of the desire of white staff to resolve conflict by removal of those seen to be troublemakers--sources of conflict.

Student Views on FCC's Role in Improving Race Relations

Another question asked of FCC students regarding their views on racial matters at FCC was:

> "Some people feel that FCC may be able to help develop better understanding and improved relationships between white and black people. Do you think that the College should try to take an active role in this area? (S-32)

There appear to be very few students at FCC who feel that the College should be inactive in the area of improving race relations, although many feel that this is not one of the major purposes for FCC's existence.

Table IV. 17 shows that a majority of students gave an unqualified endorsement to an active role for FCC in this area. An additional one-third of the students added that, if FCC does assume such a role, it should not be perceived as the major purpose of the College.

Table IV. 17. Should FCC Try to Be Active in Improving Race Relations?

		Male	Female	Total
(a)	No	3%	13%	7%
(b)	Maybe, but should not be the major purpose of the College	37%	28%	33%
(c)	Yes	54%	59%	57%
(d)	Don't know	6%	0%	3%
	Totals	n = 35	n = 32	n = 67

Student Views on the Study of Black Culture

Every student who was interviewed during the study was asked for his opinion on the importance of teaching Negro culture at FCC. The question, as stated, was:

> "A number of the courses and programs at FCC emphasize Negro history, art, and culture. How important do you think it is for FCC to place a strong emphasis on the study of Black Culture?" (S-31)

Student response was overwhelmingly in favor of such emphasis. Table IV. 18 shows the proportion of students who gave responses of different intensities. The strength of student sentiment in favor of emphasis on Black Culture courses as well as the breadth of that sentiment is obvious in that well over half feel it is of extreme importance, while an additional one-fourth of the students think it is important, if to a somewhat lesser degree. Six percent feel Black Culture emphasis is desirable but not really important and only one person expressed a negative opinion.

Men and women appear to have quite similar distribution of opinions on this matter.

Table IV. 18. Student Views on the Study of Black Culture

		Male	Female	Total
(a)	extremely important	63%	69%	66%
(b)	important	23%	25%	24%
(c)	it's desirable, but not too important	9%	3%	6%
(d)	not very important	3%	0%	1%
(e)	other	3%	3%	3%
	Totals	n = 35	n = 32	n = 67

V. VIEWS ON DECISION-MAKING PROCESSES AT FCC

A. Purpose of the Questions

The responses to other interview questions have indicated that people in the FAS group generally endorse a number of propositions about the goals and nature of FCC. In particular, FAS agreed that this urban land-grant college should and can have a favorable impact on many problems of the inner-city community, but FAS individuals differ as to the most appropriate forms of activity the College should undertake, and they recommend a wide variety of specific community-oriented FCC projects. At the same time, FAS view with favor the "democratic" or broad-participation approach to decision and policy making in the College. (See especially Sections I and III above.)

This combination of individualized emphases among multiple objectives and projects, on the one hand, and desire to avoid rigid administrative structure, on the other, can produce a dilemma in the area of resource allocation at FCC. That is, unless College resources are viewed as unlimited, those resources available will have to be allocated among the different purposes and specific activities of the College. And if the administrative or decision-making structure is not in a sense "authoritarian," what procedures are to be used to make everyday decisions governing the specific allocation of limited resources?

The question of who should make decisions, and on what basis, was asked of FAS respondents after they had recommended specific community-oriented projects for the College to undertake. This placement of the question appeared most likely to suggest the resource allocation dilemma suggested above, because it seemed apparent that the College could not support all of the projects recommended by FAS individuals. But the choice among different proposed projects also relates directly to other major concerns of FCC. For example:

- Internal versus external emphases. If resources are limited, then the amount spent on community-oriented projects must reflect, intentionally or otherwise, the relative priorities assigned to such matters as academic preparation of FCC students, direct involvement in community affairs, and education for the general public or special non-student populations.

- The nature of College-community relations. The types of community-oriented projects undertaken will profoundly influence the nature of the College's community involvement and the way such involvement is perceived by various "publics" of the College.

In sum, by asking FAS to assume limited resources and to indicate who should select the projects to be undertaken, and the base for such selection, we hoped to tap FAS thinking on the relative priorities they would assign to the various objectives and programs they endorse.

B. General Findings

The most significant finding indicated by these responses is that most FAS have not developed an explicit set of priorities among the objectives and activities they espouse; and they have not (or had not) given much detailed thought to the mechanisms or procedures that might be used to allocate College resources to a variety of purposes. If this finding accurately reflects FAS thinking, it suggests the difficulty of ordering and ranking goals in an innovative institution set in the complex environment of urban problems on which it is attempting to take action. But it probably also reflects the lack of preparation of academically-oriented people to deal with resource allocation problems at the level of the total institution.

On the basis of even these limited data, it seems appropriate to point out that wider implementation of the urban land-grant concept would involve academically experienced people, that these people would probably have to function in less structured organizations than those to which they have been accustomed, and that their thinking on activities to pursue and the resources required must shift from the level of the single course, the project, or the department to the level of the total institution. If this shift is to be made smoothly--if the perspective in which individual activities are selected, and supporting resources requested, is to be expanded--then some means should be developed for familiarizing faculty and administrators with problems of, and processes for, ranking objectives and allocating resources at the total-institution level. Further observation of FCC decision-making processes should indicate how the FAS adapt to this demand for viewing the College in terms broader than their own areas of expertise, projects, and staff positions. And these observations may suggest new means for acquainting urban land-grant college staffs with this requirement and assisting them in making the shift in thinking that appears to be necessary.

The FAS responses also suggest that urban land-grant staffs will be sensitive to perceived community needs as they do assign priorities to college activities, and that this sensitivity has important implications for the mechanisms and processes that will be developed to guide resource allocation and policy making. For example, a sizable proportion of FAS feel that decisions affecting the community should be made partly by community residents; and typically this statement emphasizes the "grass-roots" as opposed to most existing organizations that traditionally have been viewed as speaking for or articulating community opinion. FAS tend to focus on perceived community needs and anticipated project results rather than the availability of College resources for a project. This focus is partly another variant of the priorities-and-perspective problem already discussed, but it also suggests a need for new "hard" or generally accepted indicators of project impact to be used in FAS discussions about which projects should and should not be undertaken. Overall, we were surprised by the tendency toward vague and unformed responses in this area. The responses suggest that very few FAS are concerned with the problem of criteria for resource allocation and that the whole question of decision-making processes at the College is an undecided and unclear matter.

C. Specific Questions and Results

The specific question asked of FAS on this matter was:

> "In all probability, the resources of the College will not be sufficient to undertake all proposed projects. In your opinion, who should make the decision on which projects should be undertaken and on what bases should those decisions be made?" (FAS-8A)

The verbatim responses of all respondents are listed in Tab V.

Who Should Make the Decisions?

Opinions as to where the decision-making power and responsibility should rest with regard to this facet of FCC's activities covered a broad range. In general, these opinions could be said to fall into the following categories:

(1) Decisions to be made within the College, with no mention of community involvement;

(2) Decisions to be made within the community, with no mention of any control to be exercised by the College over these decisions;

(3) Decisions to be made jointly by some members of the College community in conjunction with representatives of the D. C. community;

(4) Decisions to be made by recognized experts.

Within any one of those modes of decision making, a wide range of specific suggestions were made as to the particular actors to be involved, and as to where initiative as well as veto power should rest.

Decisions to Be Made Jointly by College and Community. By far the most frequent point of view on this matter was that decisions most correctly should be made jointly by the College and the community. Again, a number of diverse styles of interaction was suggested. While a few of the FAS respondents specified that ideas for projects should always originate in the D. C. community and be brought to the College for action, and a few others felt that the community's role was one of veto power over projects suggested by the College, by far the majority of this particular type of answer expressed the attitude that, in general, decisions on College-community projects should be jointly made by all concerned. Several different combinations of actors were mentioned, including all combinations of the following groups: FCC faculty, administration, staff, and students, and members of the community.

Decisions to Be Made Solely by the College. Among those who suggested that decision-making powers should reside completely within the College, with no mention of community participation, a number of different approaches were taken. While several persons mentioned, at a general level, participation by faculty, administration, and "the board," a few others became somewhat more specific in suggesting committees (made up of ICC representatives) to make such decisions. One suggestion was for the formation of special Project Advisory Committees. The suggestion of cooperative effort involving the Community Education Committee with supplementary personnel and data from the Office of the Executive Assistant to the President was also made.

Decisions to Be Made Solely by the D. C. Community. At the opposite extreme fall the responses of a few individuals who mentioned only the community, with no mention of College involvement in the decision-making process. In only one instance was any attempt made to describe a method for implementing this procedure, and that a very general one, viz.: "using students to tap the thoughts of the community."

Other Suggestions. Among the other suggestions made were:

(1) Decisions based on opinions of recognized experts (mentioned by two respondents).

(2) Participation by different persons depending upon the focus and the target population of the proposed project (mentioned by four respondents).

On What Bases Should Projects Be Selected?

The second part of this same question concerned the criteria which should be applied by decision makers in arriving at a choice among suggested alternative projects to be undertaken by FCC to serve the community.

The replies by FAS individuals to this portion of the question were of three basic types: (1) criteria involving the need within the community for such a project; (2) criteria which involve the availability of funding, qualified personnel, and other resources; and (3) criteria based on the type of benefit to be derived. It should be stressed here, as elsewhere, that it was possible for a single respondent to name more than one criterion in response to this question. Very few respondents did this, however, and in general, each reply discussed here and each of those presented in Tab V represents a unitary opinion, i.e., the total response of one individual respondent (or the same response coming from several).

Criteria Based on Community Need. The largest category of responses expressing a single thought (operationally this means that no subdivision of the category was possible) came from over one-fourth of the FAS. All of these people expressed, in one form or another, the opinion that the extent of need for a particular project in the community should be the major, if not the sole, determining factor in choosing projects to be implemented by FCC.

Criteria Based on Resources. While the availability of funds, personnel, and other resources were mentioned by the largest proportion of FAS, thinking within this group varied widely. For example, while several persons expressed the thought that cost should definitely not be a deciding factor in the acceptance or rejection of a project under consideration, almost an equal number said that cost should be considered and weighed heavily. Only a few people suggested some form of cost-benefit analysis in the planning stages; and a few others mentioned that availability of personnel and other resources would be an overriding factor in decision making.

Benefit Considerations. Among the persons who felt that project-related decisions should be based primarily on considerations related to the type of benefit to be derived from the project, there seem to be three schools of thought. The first deals with benefits to accrue to the community as a result of the project. A second group felt that benefit to the College should be a prime consideration. And a third subset of responses indicate a feeling that benefit to FCC students should be considered in such decision making, as well as benefit to other sectors of the community.

Other Considerations. The interested reader will also want to examine the entire listing of responses in Tab V, Item FAS-8, for additional considerations not presented above.

VI. STUDENTS' MOTIVATIONS TO OBTAIN HIGHER EDUCATION

A. Purpose of the Question

One criticism of education in the cities has been that it has not been relevant to the type of students found in inner-city schools. FCC, from its inception, has attempted to be relevant, and the faculty members interviewed have typically recognized a need to provide educational approaches that take into account the special needs of this student population. Information about students' motivations to come to FCC, and about their expectations regarding the College experience and what they get from it, would therefore seem to be basic to the development of a relevant educational program.

B. General Findings

If FCC is typical of what will become the urban land-grant college serving the educational needs of inner-city dwellers, it can be predicted with relative certainty that great numbers of the students in these institutions will be motivated strongly to obtain a college degree for the purpose of improving their competitive position in the job market. The college degree is seen by this group as a potential key to a life with a higher standard of living, resulting from increased earning power, and greater opportunity for locating a job which is more desirable than would be those available without a college degree.

A quite high level of aspiration might also be predicted for inner-city residents embarking on a college career. The students interviewed at FCC showed evidence of having aspirations at a very high level in both immediate academic terms (*viz.*, level of degree desired) and ultimate economic terms (i.e., highest salary expected during working life). In fact, it is our impression that the level of aspiration of the students interviewed would rank somewhat higher than the norm for student populations generally.

The emphasis that students place on acquiring "credentials" useful in the traditional economic sense, however, should not be interpreted as overriding their concern for traditionally "non- economic" or "cultural" learning. Within the black student community, there appears to be a widely shared perception of the relationship between economic and professional advancement, on the one hand, and the need for social awareness of how the "system" works and can be changed, on the other. Therefore, while these data suggest a primary student concern with education's role in furthering economic advancement, that fact does not mean the students view cultural and social areas of education as merely peripheral to a focus on the "marketable" degree.

C. Specific Questions and Results

The first of several questions regarding motivation for seeking a college education was this:

> "What influenced you to decide you wanted to go to college?" (S-11)

In answer to this question, students most often named factors relating to personal advancement in a financial and/or occupational connection.

Early Motivation for Deciding to Go to College

Based on responses to this question, it appears that, for the most part, FCC students first decided to go to college to better their chances of finding a more desirable job, of achieving a higher income, and of being more mobile in the social, professional, and geographic spheres than would be possible without a college degree. In addition, influence exercised by close family members, public school teachers and counselors, and friends was reported as an important early factor in the decisions of many students to consider college. These two types of factors were reported with equal frequency, each by about half the number of students interviewed. (Remember that an individual could cite more than one influencing factor if he so desired.)

These two broad categories of influencing factors make up most of the responses to this item. While others--such as public-service orientation and the desire to learn to communicate with others--were mentioned a few times each, the several remaining responses were so general or so personalized as to be highly resistant to categorization. These ranged from the statement: "I knew I had to better myself to become 'equal'"; to "I was enticed by the glamour of college."

People in the student sample were also asked:

> "How important would you say is a college education for someone like yourself with respect to each of the following:
>
> a. It provides training and skills needed for desirable jobs.
>
> b. It makes up for an inadequate high school education.

c. It provides a better understanding of the social, political, and racial problems which affect people's lives.

d. It makes for a better life because of what is learned about art, literature, and music.

e. It will greatly increase one's earning power.

Which of the above is most important to you?" (S-16)

Importance of each factor was judged by the student's reading each and marking the appropriate box as to whether he felt it was very important, somewhat important, or not at all important.

The pattern of responses here seems to indicate that FCC students feel that increased understanding of today's social, political, and racial problems is, in general, an extremely important reason for seeking a college degree. Job training and increased earning power are both seen as relatively important (somewhat more so by men than by women).

Importance of Various Reasons for Seeking a College Education

Table VI. 1 presents a detailed analysis of responses to this question. It should be noted that, in addition to judging the relative importance of each reason by itself, the question also asked students to make judgment as to which of the five was most important. The large number of non-responses to this part of the question (i. e., 34%) occurred primarily through inadvertent omission of it by the interviewers rather than by refusal or inability to respond on the part of the students, and makes that portion of the results difficult to interpret. The trend of those responses

Total Students
Respondent Sheet Q. 16

Table VI. 1. How Important Would You Say Is a College Education for Someone Like Yourself with Respect to Each of the Following: (S-16)

Most Important			very important	somewhat important	not important at all	NR
9	13%	a. It provides training and skills needed for desirable jobs.	48 72%	17 25%	1 1.5%	1 1.5%
1	1.5%	b. It makes up for an inadequate high school education.	35 52%	22 33%	9 13%	1 1.5%
24	36%	c. It provides a better understanding of the social, political, and racial problems which affect people's lives.	56 84%	11 16%	0 0%	0 0%
1	1.5%	d. It makes for a better life because of what is learned about art, literature, and music.	25 37%	33 49%	8 12%	1 1.5%
7	10%	e. It will greatly increase one's earning power.	49 73%	17 25%	0 0%	1 1.5%
23	34%	f. No response				
2	3%	g. Multiple response				
67						

Please put a circle around the letter of the item above which is most important to you.

obtained does seem to agree with the general trend of the responses to the other part of the question, however.

The overall picture presented by these responses is that more FCC students seem to feel that the opportunity to gain in understanding of social, political, and racial matters that affect our lives is more important than any other reason for going to college. They see the factors of job training and increased earning potential as somewhat less important to people in general than the aforementioned understanding, but about equal to each other. All of these factors are considered important by more people than is the belief that college can help make up for an inadequate high school education. And, on the average, the concern for a "better life" through understanding of the fine arts is considered of lesser importance than any of the others. None of the five reasons listed is considered unimportant by very many of the respondents.

The only major differences between the male and female respondents are: (1) that fewer girls than men rate the job training aspects of college as "very important" and (2) fewer girls are as concerned about increased earning power. Understanding of social, political, and racial problems is the most important factor to a plurality of both men and women, though not to a majority of either group answering this question.

What appears to be a contradiction between responses to the two interview items discussed above is probably not a real one. The apparent inconsistency is that, in the first question, personal advancement is considered the main factor in the motivational structure of individual students, with no mention of increased understanding of social forces, while the second item elicits responses primarily of the latter type and only secondarily of the former. There are several possible alternative explanations for this apparent discrepancy.

First, the questions are not directly comparable in format in that the first is an open-ended type while the second is highly structured. It could be that when presented with an articulated statement regarding understanding of social, etc., problems, the individual student might have considered this an important alternative when he couldn't have verbalized such a thought if left with unlimited alternatives, as in an open-ended question.

Secondly, the former question deals explicitly with personal motivations for seeking a college education, while the focus of the second question is on the motivations, not of one's self, but of "someone like yourself." Another possible explanation for the popularity of the "increased understanding" response to the second question is that perhaps the students felt that it would be a more acceptable response to espouse in the presence of the interviewer, at least when a choice was available.

Whatever the explanation for the apparent importance of that response in one place and its complete absence in another, however, it can be said with relative assurance that factors relating to the potential for personal advancement are highly important in the motivational structure of FCC students. Further verification for this viewpoint follows below.

A third question on student motivation was:

"Why do you want to go to college now?" (S-18)

Here again, current motivation is phrased chiefly in terms of potential financial benefit and perceived potential for obtaining a more desirable job. Acquisition of knowledge for its own sake and self-development are secondary, but are still considered relatively important.

Current Motivations for College

The question was phrased in this way because a large proportion of the sample had been out of high school for some time, and while the first question discussed above dealt with earlier motivations for deciding to try to go to college, it was felt that some changes in motivation might have occurred with the passage of time, with maturity and with more experience in the labor market.

Again, the most frequently heard responses dealt with the expectation of ability to find a more desirable and higher paying job after receipt of a college degree. More than twice as many persons gave this response as gave any other single type of answer.

The acquisition of knowledge of all aspects of modern life and of other people accounted at least in part for the motivations of about 46 percent of the students interviewed. Self-development (intellectual and social); public service; and increased self-knowledge were each mentioned by several persons. And the remaining responses were so diverse as to make attempts at further meaningful categorization seem not worthwhile.

Summary of Responses to Questions Regarding Motivation

How does this information add to our picture of the motivational structure of FCC students? It seems undeniable that the motivation to earn a college degree to better one's competitive advantage and to achieve a higher standard of living is a strong factor here, if not in fact the strongest. A sizable portion of the student sample apparently feel that it is worth devoting their time and energies and sacrificing at least a part of their present income to increasing their potential earning power and job satisfaction through attending college courses.

Another strong motivating factor appears to be the desire to acquire a better understanding of modern-day life, people, and problems, in hopes of being capable of coping more adequately with them. Social service, though mentioned, does not seem to be an outstanding source of motivation among many of the students.

With regard to their academic aspirations, students were asked:

> "How important is it to you to get a degree from FCC?" (S-20)

Over 95 percent of the students emphasized that to them, a college degree was a very important goal. Those few who felt that the degree was unimportant were older students (one the mother of school-age children, for instance) with personal reasons for their lack of concern over a degree, per se.

Another question asked was:

> "What is the highest academic degree you plan to earn?" (S-14)

While women's academic plans seemed to be somewhat less ambitious than those of men (but only slightly so) the level of aspiration of FCC students in general is extremely high.

Academic Aspirations of FCC Students

Table VI. 2 presents in tabular form the responses to this question. It indicates that only about four percent of the students questioned are planning on an Associate of Arts degree; 31 percent plan to stop upon receipt of a Bachelor's degree; and 61 percent plan to earn a higher, post-graduate degree.

This high level of aspiration would not seem to be atypical for a group of new students (some 90% of FCC's charter class are categorized as freshmen). The impression gathered from the data, in fact, is that the older the student the lower the level of aspiration, although surely several factors other than age come into play in that relationship.

It is impossible to estimate at this point just how realistic these aspirations are. On this point, the current data will serve as a basis for some extremely interesting comparisons should some sort of follow-up interview be conducted in the future.

A question was also included in the interview regarding financial aspirations of FCC students. It was phrased:

> "What is the highest salary you expect to earn during your working life?" (S-15)

Table VI. 3 shows that, while less than one-fourth expect to earn less than $10,000 in their peak earning years, 37 percent expect to earn more than $15,000 in some year and about half of those expect to earn in excess of $20,000. While some element of braggadocio was obvious in the responses of a few students who predicted an annual wage in the neighborhood of $50,000, most of the estimates were apparently made in seriousness, probably reflecting a high level of motivation as well as aspiration.

Table VI. 2. What Is the Highest Academic Degree You Plan to Earn? (S-14)

Highest Degree	Male		Female		Total	
(a) No degree	0	-	0	-	0	-
(b) AA	1	3%	2	6%	3	4%
(c) BA	10	29%	11	34%	21	31%
(d) MA	10	29%	7	22%	17	25%
(e) Ph. D.	5	14%	6	19%	11	16%
(f) Law (LLB)	5	14%	3	9%	8	12%
(g) Medical (MD, DDS)	1	3%	2	6%	3	4%
(h) Other	2	6%	1	3%	3	4%
(i) Don't know (no answer)	1.	3%	0	-	1	3%
	35		32		67	

Table VI. 3. What Is the Highest Salary You Expect to Earn during Your Working Life? (S-15)

Highest Salary	Male		Female		Total	
(a) less than 5,000 per year	0	-	0	-	0	-
(b) 5,000 - 7,500	1	3%	2	6%	3	5%
(c) 7,501 - 10,000	4	11%	8	25%	12	18%
(d) 10,001 - 12,500	2	6%	5	16%	7	10%
(e) 12,501 - 15,000	6	17%	3	9%	9	14%
(f) 15,001 - 20,000	9	26%	4	13% 1	13	19%
(g) over 20,000	9	26%	3	9%	12	18%
(h) Don't know	4	11%	7	22%	11	16%
	n = 35		n = 32		n = 67	

VII. STUDENTS' VIEWS ON THE CORE CURRICULUM

A. Purpose of the Question

The urban land-grant college, as a new concept in education and public service, is virtually required to employ a number of innovative educational methods to heighten its relevance to members of its primary target population--the residents of the inner city--and to tap the intellectual potential of students who often do not respond well to traditional educational techniques. One such innovation at Federal City College is the "core curriculum" concept. While the rationale for introducing the concept includes the idea that it is more responsive to student needs, its innovative nature does not necessarily guarantee the acceptance of this concept by students or that it is in fact more responsive to their needs. One question was asked to determine how students feel about the core curriculum concept as an educational approach new to virtually all of FCC's charter class. Admittedly, the resulting data are of limited use now, since most entering students have little concrete experience with any approaches to higher education, but the data afford an index of current student attitudes on the concept and a basis of comparison for future soundings on this topic.

B. General Findings

Although the students interviewed appeared generally conservative on other social, political, and educational matters, only a few of them reject this new approach to learning simply because it is not the traditional approach. Neither can it be said that the concept is overwhelmingly embraced by students. Most appear to be withholding judgment pending further experience with the idea. The tone and content of these responses suggest one potentially important observation that should be considered by people attempting to implement the urban land-grant concept in other locales--namely, that innovative or non-traditional approaches to education will not necessarily be perceived as such by students who are unfamiliar with higher educational programs; as a result, in some respects the student may become the most objective source of information on impact, simply because his observations of a new practice will not be biased by previous experience or theoretical views of alternative educational methods and approaches.

C. Specific Question and Results

> "How do you feel about the Core Curriculum Concept? Do you think it is a good idea or would you prefer some other way of organizing the curricula?" (S-33)

Male students either are satisfied with the core curriculum as presented or are withholding judgment until a later date. Female students are about equally divided among three alternatives, viz.: preference for the core curriculum; preference for a more standard curriculum; and other responses (mixed emotions or as yet uncommitted).

The striking element of Table VII. 1 is the difference between responses given by female students and those given by male respondents. While almost half of the men reported themselves as strongly in favor of the core program as they knew it, only about a third of the women were so well satisfied. In contrast, another third of the female students said they would prefer a different kind of curriculum; only about one-tenth of the men said this same thing. While only nine percent of the female students were reserving judgment, 37 percent of the male respondents

Table VII. 1. How Do You Feel about the Core Curriculum Concept? Do You Think It Is a Good Idea or Would You Prefer Some Other Way of Organizing the Curricula? (S-33)

	Male	Female	Total
(a) Like core curricula very much	16 46%	11 34%	27 40%
(b) Don't really know; too early to say	13 37%	4 12%	17 26%
(c) Would prefer more standard kind of curricula	3 9%	11 34%	14 21%
(d) Other	3 9%	6 19%	9 13%
TOTALS	35	32	67

had not yet decided whether they liked the idea or not and withheld judgment pending further exposure.

There is no apparent explanation for this sex difference. If it could be shown that more men than women or more women than men had attended other schools or colleges since high school, this might have some bearing on the results obtained by virtue of the two sexes having a differential basis for evaluation. No such difference was found, however; about the same proportion of each sex has attended some other school (slightly over 50% of each group).

We also examined another hypothesis, namely that one's orientation toward the core curriculum concept would be related to educational and earning power aspirations. Cross-tabbing the responses to two earlier questions on degree and salary aspirations did not show any relationship, however.

This question was, in one sense, premature because students had had less than four weeks' experience with the core curriculum concept. We suggest that a periodic follow-up study of student and FAS attitudes toward the core curriculum concept could provide useful guidance information to the College on curriculum design. Students are able to articulate their thinking on this concept and we believe much could be learned from a more focused study of this issue.

Some respondents, it should be noted, gave responses which didn't fit the precoding scheme set up for this question. These persons (three men and six women) can be described as having "mixed emotions" about the core concept; that is, they liked certain aspects of it but didn't care for others. Probably the most frequently stated response of this type dealt with the opinion that the study of some disciplines fit the core concept better than did others. Those mentioned favorably were the social sciences and humanities, while several persons expressed a belief that the natural sciences could probably be taught more profitably by presenting them in a more traditional manner, or by increased coordination between different lecturers.

VIII. STUDENTS' RECOMMENDATIONS TO THE COLLEGE

A. Purpose of the Question

FCC's encouragement of individuals to express their views, with the expectation that they will receive consideration, is another unusual feature of the College. The present interview afforded an opportunity to emphasize this point to students, who might not otherwise take it upon themselves to make their views known, as well as to collect information on the thoughts which are foremost in their minds. The student interview concluded, therefore, with a request that students express their suggestions and recommendations about any phase of the College's operations.

B. General Findings

Students at FCC appear to be primarily concerned with acquiring a high-quality education, with a degree that will be generally accepted in the academic and professional worlds. Their outlook, whether it be in regard to teaching methods, curriculum content, educational materials, or racial policies regarding makeup of student body and staff, has a decidedly traditional and moderate tone. This does not mean that they reject innovation, nor even necessarily that they are unsympathetic with liberal or "radical" elements seeking to change the American system in various respects, but rather that they want no "extremism"--either educational, social, or political--in a form that might jeopardize the College's continued existence or their acceptance as graduates of a bona fide college.

Again, the results from this question would probably have greater value if asked later or at the end of the first academic year. The responses are based on minimal experience at the school and one would reasonably expect substantial changes in student viewpoints as time passes.

C. Specific Question and Results

All students interviewed were asked:

> "If you had the opportunity to speak to the president of the College, or the whole faculty and staff, and you knew they were ready to consider seriously whatever you had to say, what recommendations would you make to them about things you hope the College will do and become?" (S-34)

The open-ended format of the question was designed to allow the respondents unlimited latitude in deciding what they would recommend, while the wording was intended to encourage serious thoughts rather than frivolous ones. The responses indicate that success was attained on both counts, since a wide variety of responses was elicited, with many respondents expressing several different thoughts, all but a handful of which indicated a serious intent.

Before attempting to summarize the overall picture derived from students' recommendations, it might be wise to point out to the reader some factors which might help him to form and clarify his own impressions. First, he should remember that each respondent was able to choose any area of discussion he desired, or any number of areas. Next, all respondents had received the same stimuli, in the form of interview items, in the period immediately preceding this question. Each interviewer made every effort to encourage each respondent to state his opinions just as he would among his peers, or in any other free situation. In short, every effort was made to elicit honest and uninhibited responses to all questions, including the one presently under discussion, where no specific content was suggested by the interviewer

Next, with regard to the differential frequencies with which each of the responses occurred, it must be kept in mind that, while on the average each respondent made 1.9 recommendations or comments, some made only one and others made several. The point here is that the opinions of those who answered more frequently will tend to be overrepresented in absolute numbers, although very seldom was any person credited with more than one response in a single subcategory. Also, in interpreting differential frequencies of occurrence, remember that no single subcategory of responses was named by more than one-fourth of the respondent sample. For any one subcategory, we are talking about only a relative handful of respondents.

With these caveats in mind, what can we say about the students' recommendations in general?

First, it seems apparent that the students in the interview sample view their association with FCC as a chance to acquire a college education which might have been denied them were it not for the opening of this land-grant college for D.C. residents. It is also apparent, and abundantly so, that students do not want to foster or allow any conditions to exist at FCC which might interfere with acquisition of that education and the subsequent acceptance of themselves as college graduates. They are willing to accept new ideas, so long as the results of these innovations do not interfere with their educational progress or the credibility of their degrees.

In contrast with the typical interview discussion with FAS members, the majority of the students either were not motivated to bring racial matters into the conversation at all, or brought them up by means of expressing a moderate viewpoint. Neither of these responses would appear to be typical of a radical point of view on racial matters. That is, the militant tends not to hesitate to make his voice heard and his views known. It seems, on the basis of the recommendations and comments expressed by students, that a sizable proportion of FCC's students could be classed as seeing the future of the community and society in terms of racial integration--one society with a colorblind attitude--and as wanting to see Federal City College do its part to hasten that outcome through its handling of its own internal affairs in that same colorblind way. Also they want the College to serve the community in which it exists, both by teaching members of that community to become productive members of society through higher education, and by direct action in solving the problems of the community.

Specific responses to the question are discussed below.

FCC as an Educational Institution

The most frequently cited responses of an academic nature concerned the curriculum at FCC. About one-third of the responses classed here dealt with specific suggestions as to particular courses or types of courses (engineering, business, etc.) which students felt should be changed in some way, or should be instituted if no such courses now exist. Of the remaining comments on curriculum, half reflect a desire for a more "standard" type of curriculum than the one adopted by FCC to date, and the other half are of mixed content.

The second most frequent category of recommendations of an academic nature concerned teaching methods, but no major theme appears among the responses; in fact some conflict with each other. It is suggested that the reader look at the raw data responses presented in Tab VIII to get a good idea of the types of recommendations made, of this type and others.

Another topic of equal concern to students is the quality of the guidance and counseling services to be offered at FCC. All of these responses urge that great care and effort be put into these services for the benefit of students.

The recommendations regarding the use of educational materials again appear to stress a more standard approach to education. Most of these comments urged use of single textbooks as opposed to a number of individual paperback books.

Two other types of recommendations, closely related, concern accreditation and transferability of credits at FCC. A few persons urged attempts to achieve accreditation of FCC as quickly as possible, and some suggested a more "standard" kind of grading system; only one individual expressed satisfaction with present grading. Two persons expressed concern over the ability to transfer credits from an ungraded course to another institution.

Of the several comments regarding the teacher-student relationship at FCC, a couple expressed satisfaction with the present situation, one expressed dissatisfaction, and the rest expressed hopes for a good relationship in the future without mentioning how things are at present (this relationship was frequently mentioned as good by students in response to an earlier question--see Section I of this Appendix).

The recommendations about extracurricular activities urge the development of sports, etc., and de-emphasize the role of social organizations.

The College's admissions policy was mentioned by a few persons, of whom two expressed satisfaction with the present open admissions policy, while an equal number felt that higher standards than possession of a high school diploma should be set. This latter point ties in with the expressed concern of a few students who feel that the academic standards of FCC must be maintained at a high level.

The recommendation that the present low tuition be maintained was also made, but quite infrequently.

Racial Concerns of FCC as an Urban Institution

If the educational concerns, *per se*, of the student respondents seem to reflect a tendency to lean toward the traditional, the racial concerns expressed by these same respondents are little different.

Recommendations of the degree of racial militancy to be promoted and tolerated within FCC *overwhelmingly* express a desire for moderation. Only one of the many comments received indicated anything but a desire to maintain an integrated, moderate, and racially unified institution. The idea of FCC as a potential forum for black protest seems to be decidedly rejected; and understanding between the races seems to be the primary objective of the students who spontaneously brought the subject up.

A similar situation seems to prevail in terms of the desired ratio of black-to-white in the College's student body and staff. While a few students suggested increasing the number of black faculty members to reflect the population of Washington more accurately, four times as many made statements in favor of an "even racial balance" or in opposition to a totally black institution.

In their remarks regarding the emphasis on black culture in the FCC curriculum, some individuals argued in favor of maintaining the current emphasis; an equal number wanted to discontinue such emphasis completely; and a third group of students urged continued inclusion of black culture courses in the curriculum, but not to the exclusion or downgrading of other areas of study.

Community Concern and Involvement

Of the several recommendations regarding the role of FCC as a community-service-oriented institution, half urge a continued effort to help solve some of the urgent problems of the D. C. community, while almost an equal number urge further development of the College-community relationship without mention of specific efforts directed at problem-solving behavior. One person felt that any action taken by FCC to solve community problems should come only indirectly, by training persons who, as college graduates, can return to the community and help personally with its problems.

Additional Recommendations and Comments

A total of 31 additional remarks were made in response to this interview item. Generally, the recommendations concern facilities at the College (parking, lockers, the cafeteria, etc.) or suggested goals for FCC's future. They will not be discussed here because many are related to highly specific concerns and many others are highly generalized comments not amenable to categorization. All responses are listed in Tab VIII and can be examined by the reader at his convenience.

IX. FACTORS MOTIVATING FAS TO COME TO WORK AT FCC

A. Purpose of the Question

The new concept of an urban land-grant college will be developed further on the basis of this experience with it: The concept will presumably be made "operational" and probably modified as it is implemented at prototype institutions, of which FCC is the first. The people who first implement the concept will have considerable influence on how the prototype institution takes shape and what "lessons learned" are recorded and put to work in FCC and other colleges. Therefore, if the FCC experiment is to instruct educators dealing with the inner-city, it must be viewed in conjunction with the people who are primarily responsible for giving it an institutional shape and flavor--represented here by the FAS interviews.

When these interviews were developed, it was known that the innovative nature of the College had been discussed with FAS as they were recruited. Presumably, innovation carried with it a certain excitement and was perceived as an opportunity to fulfill professional, social, and other personal commitments of the people who came to work at FCC. But the day-to-day problems of building a new institution and working in harmony--in a setting where newness itself precludes many firm guidelines or widely agreed-upon rules of procedure--can be expected to produce shifts in perception and personal viewpoints which will in turn be reflected in the institution itself.

In light of this rationale, we asked FAS to describe their motivations for coming to work at FCC. The FAS constitute the only group now functioning who can describe such feelings at this stage of development of the urban land-grant college, and this information is potentially useful for comparative purposes at a later date, when innovation and promise, perceived now in general terms, have been tempered by workaday experience with the implementation of new concepts. Hopefully, this information would then help to instruct the recruitment process at FCC and similar institutions.

B. General Findings

Professional opportunity is associated with social relevance in a large number of the FAS responses. There is a widespread feeling that educational settings typically do not encourage effective responses to urban problems--and that FCC offers an opportunity to break this crust of institutionalized constraints, and to apply existing theory and existing but not widely adopted methods in a way that will produce measured (perhaps even dramatic) impact in the area of urban problems. The prospect of being directly involved in the solution of racial and social problems is a corollary attraction, emphasized by fewer people. The opportunity to apply professional knowledge constructively, however, was more evident in these responses than the end result of that application--the solution of urban problems.

The motivations highlighted above should not be viewed as operating in a vacuum, of course; FAS responses include the usual range of motivational considerations--financial factors, personal advancement, professional development, etc.

C. Specific Question and Results

> "What were the important factors in your thinking which led you to come to FCC rather than some other institution? In other words, what is it about FCC that attracted you to come here?" (FAS-10)

Motivational Factors

The most frequently named factor in the decision to come to FCC had to do with various kinds of professional considerations. Among these responses, the appeal of the professional atmosphere at FCC as one of challenge, stimulation, innovation, etc., was mentioned most often, by far. A few respondents felt that chances for bettering themselves and advancing their careers were better at FCC than elsewhere. A few individuals were interested in developing professional capabilities at the undergraduate level (e. g., creating increased acceptance of caseworker competence at the B. A. rather than M. A. level).

Another major factor was that FAS members felt that by coming to FCC they could serve the purpose of working with the disadvantaged and helping to solve many of the problems which plague residents of the inner city.

Several members of the FAS sample named factors relating to education in general as being part of the motivation for their coming to FCC. Their concerns ranged from "putting teaching above research" to "giving D. C. students a chance at the best available public education."

Of the FAS respondents who named personal factors as playing some part in their decision to come to FCC, one-third mentioned that to them the location, i. e., in Washington rather than another city, was an important consideration; a few remarked that the pay was a determining factor; and the remainder mentioned factors which ranged from "curiosity" to the fact of having been deeply involved in developing the FCC concept over the past ten years. When personal considerations were mentioned, they almost invariably were accompanied by other types of motivating factors.

The type of response received with only slightly less frequency than any other dealt with factors concerning the racial situation in the nation, in Washington, and at FCC. (Of the eleven persons who responded in this way, seven were white and four black.) Specific reasons ranged from "resolution of a divided society" (very general in tone), through "Negro education is the most important issue today" (which is somewhat more specific), to highly personalized statements such as: "I came to serve a population with which I am sympathetic."

Although some disillusionment is likely to occur--some four or five of the FAS sample already report a change of attitude as a result of what they have encountered in the first few months of FCC's life--in that FCC probably cannot be all things to all people, the enthusiasm and the generally unselfish attitude of the majority of the sample would seem to augur well for the future of FCC, and in sofar as FCC is typical, for the future of the urban community-oriented educational institution.

TAB I

RESPONSES TO QUESTIONS CONCERNING BASIC OBJECTIVES OF THE COLLEGE

Q. FAS-1; Q. S-22 (These questions were identical for the two samples with the exception that the word "purposes" was substituted in the student interview where the word "objectives" had appeared in the FAS interview. A copy of the FAS question follows.)

> **Q. FAS-5; Q. S-26. "Let's assume FCC develops along the lines you would like to see it develop. In what ways would this future FCC be different from the other colleges and universities in the D. C. area?**

1. General Objectives

We've asked a number of people the following question:

"Considering the College as a whole, what should be its basic objectives, in your opinion? (i. e., What you think, not what any FCC literature might say.)

[Hand Respondent Sheet Q. 1 to Interviewee]

(a) Listed on this sheet are some of the answers people have given. First, I'd like you to look at each statement and put an X in the column indicating whether you generally agree or disagree with it. That is, does the statement reflect what you think a basic objective of the College should be? After you've done that, I will ask if you would like to suggest any additional statements which do not appear in the list.

(b) [After interviewee completes (a)] Now, it may be that this list doesn't include basic objectives which you think the College should have. Would you like to add any statements that would better express your opinion of what the College's basic objectives should be? You may also add statements which you think may be basic objectives for some people but with which you disagree. [Interviewer writes these below]

Agree	Disagree	FCC should:
___	___	a. provide basic public education for students from the District of Columbia.
___	___	b. be an institution of higher learning committed specifically to helping solve the problems of the residents of the D. C. community.
___	___	c. assume a prominent role in the creation and development of a sense of black culture.
___	___	d. provide "a new lease on life"--a second chance at education--for the disadvantaged.
___	___	e. equip students to participate effectively in the solution of the urban problems of their community.

ITEM FAS-1a:

GENERAL OBJECTIVES OF THE COLLEGE[3]

Respondent	Responses
WM Ad	Equip students to fulfill the "need to regenerate an effective urban environment."
NM Ad	Provide "quality" education.
NF Ad	Provide "education" not "basic education."
WF Ad	Provide "comprehensive" education. "...problems of residents of any community." All areas of culture, not just "black culture."
WM Fac	Turn out well-qualified college graduates--especially the "second-choice" students.
NF Fac	Incorporate "basic education" in a total program. Promote exposure to any and all other cultures, not only black.
WF Fac	Not just DC problems--all areas. Should say--"increase the individual's number of choices."

---

[3] See discussion beginning on page 15.

ITEM FAS-1b:
ADDITIONAL OBJECTIVES[4]

Respondent	Responses
WM Fac	Help people in the community to help themselves. Create educational opportunities for everyone by going into the neighborhoods.
WM Ad	Should aim to reassess the traditional role of education in U.S.
WM Fac	Should be a remedial source for the existing DC educational system. Should not emphasize job training for upgrading of government workers. Should experiment with different forms of curriculum.
NM Ad	Study urban problems of U.S., not just DC. Help black students with objective of improving whole U.S. culture.
NM Ad	Emphasize creativity and individuality rather than rote learning. Emphasize appreciation of the community. Emphasize development of one's own values rather than adopting society's.
WM Ad	Retain open admissions policy regarding race. Retain open philosophy regarding objectives, structure, etc.
WF Staff	Cater to the student as an individual. Foster community involvement.
WM Ad	Select students for potential leadership, constructiveness. Select only students who will benefit more from FCC than other school. Help improve conditions for all children of the city. Help improve the male role among Negro children. Help foster female characteristics among Negro girls.
NF Fac	Promote the idea of "mobility" through career analysis. Promote participation of grads in the community by giving community experience.
NM Fac	Teach resident community to use business and management concepts and thinking to acquire higher-level jobs.
WM Fac	Should be a community learning center. Should be a part of the community--faculty should learn from it. Should not be parochial in outlook--teach crossfertilization of cultures.

---

[4] See discussion beginning on page 15.

Respondent	Response
NF Fac	Prepare students for a role in an economic society.
WF Fac	Stimulate the individual to his full capacity.
WM Fac	Develop psychological and intellectual integrity. Use community as a lab for developing "democratic muscle." Develop knowledge to be used as tools in the community. Should have no "sacred ideas."
WF Ad	Encourage each individual to do what he can. Establish interpersonal communications.
WM Fac	Produce competent graduates with a quality education.
WF Staff	Provide a broad, liberal, multi-purpose education.
WM Ad	Foster the development of the genius of each individual. Organize FCC around small units to avoid "amorphousness" of other schools.
NM Staff	Provide formal education for students in the metropolitan area, not just DC. Provide education to the economically disadvantaged as well as socially.
NM Staff	Involve the resources of the surrounding suburbs--provide for metropolitan area.
NF Staff	Stress unity of peoples everywhere--not just black culture.
WM Ad	Be a national college, establish linkages with other colleges. Have exchange students and faculty to promote integration and cultural pluralism.
WM Staff	Focus on entire student body--even the traditionalist--so that all can relate to other than DC.
WF Staff	Establish communications with community. Assist them to use facilities effectively. Allow persons to know and examine themselves and find their potential and channel it.
NM Fac	Help raise students' motivation and level of aspiration--understanding of "the system" and how to survive in it. FCC should be a referral center--enabling people in community to use its resources. Do not limit itself to DC problems--rather nationwide. Prepare students to live "the cosmopolitan life"--one world of black and white.
WM Fac	Should be a "top institution of higher learning."
NM Fac	To be innovative.
NM Staff	FCC should include community participation.

Respondent	Responses
NM Staff	Make students self-sustaining; competitive in the market place.
WM Fac	To acquaint students with some of life's experiences. To acquaint students with middle-class dilemmas and hangups and give them an idea of their own futures and identities.
NM Fac	Solve problems of the nation, not just DC. Overcome the "cultivated negligence" in education and political planning.
NF Fac	Serve the entire metropolitan area, not just DC. Provide public-funded education for metropolitan area. Achieve a sense of community within the college if expect to promote FCC as a viable institution.
NM Fac	Develop highly skilled and sensitive problem-solving cadre (experts).
WM Ad	To set up an urban college closely related to the community.
WF Fac	College should address itself to special needs of its students. Establish a "truth" in the community so can function independently. Teach students a set of standards to enable them to earn a living. Philosophy of continuing education should be fostered.
WM Fac	Should be comprehensive; provide 2 year or four year program as students desire. Should emphasize urban problems--preparation to meet them.
WM Fac	Education as good as (or better than) any other state university in U.S. Have the highest academic standards.
WF FAC	Be a relevant institution--not ivory tower. Should have impact on elementary and secondary education in DC. High educational standards. Equip blacks to deal with WASP society. Reflect pluralism of the U.S. and the world.
NM Ad	Through the educational process, provide experiences by which all FCC and community people come to a sense of self-awareness and self-evaluation, i.e., a character formulation.
WF Ad	College should be flexible enough to provide students and people who work here with personal opportunities suited to personal goals and desires. Should accommodate a wide range of opinion and identity.

Respondent	Response
NF Ad	Will get students from everywhere. Will be high level black institution.
WM Ad	Heavy social science emphasis at FCC. One of most experimental colleges in world. Should be international not parochial, i.e., world-wide urban problems. Showcase for best and conspicuous foreign visitors. Should put money in staff, means, etc., not fancy buildings. Recruit and retain best people.
WF Fac	Majority of blacks. Political involvement in community up to "fighting with Congress." Activism (amount of). Center of graduate program in black studies.
NM Ad	Increase enrollment as percent of DC population. Be a "year-round contributor"--attract ommunity help.
WF Ad	Will never turn anyone away. Strong graduate school.
WM Fac	Open admissions policy--only qualification to be that student be willing to work. FCC will listen to the community rather than isolate itself.
NM Ad	Would like to see FCC run by educationally qualified people rather than politically qualified.
NF Fac	Placement of people turned out--BA or AA. Innovation, especially in communications and human relations. Show it is possible to incorporate basic education into FCC program.
NM Fac	More community-centered; solve community problems. Negro enrollment and open registration are not unique.
WM Fac	Student body will become more white and middle class over time. More remedial and corrective content. Different curriculum--unconventional. More cooperation--interdisciplinary work. Experimental nature.
NM Fac	Majority of students from DC. Develop experimental programs for students after faculty gets to know the city.
WM Fac	Graduates will remain in DC area so that FCC will be a real contributor to the area. Reduces "generation gap friction"--appeals to more mature students.
NF Fac	Will become a builder of models of the educational process--prenatal onward.

Respondent	Responses
NF Fac	First completely black college--students but also action and thinking. First college to deal effectively with problems of community.
WM Fac	Different in terms of response to student needs. Student participation in college activities. Direct impact on welfare and progress of the community.
WF Ad	Low cost. More identity for students.
WM Fac	FCC would speak to community needs. Geared to practical needs of survival--not too idealistic. Farner unable to be called an "Uncle Tom."
WF Staff	Non-traditional. Only federally-supported school that is predominantly black.
NF Staff	Low tuition, allowing anyone to attend. Students will have a definite role and responsibility in community.
NM Staff	FCC would be community centered--free exchange between college and community.
NM Staff	FCC will have meaning for the community as their college, and will generate an enthusiasm among students who attend it.
NF Staff	Give chance at education to those who might not have had it otherwise. Most experimental college in the area.
WM Ad	Classes will be more community-centered. More stress on study of black culture.
WM Staff	Serve the community. Can meet financial needs of the students. Experimental lab for education. Open and available referral point--viable relationship with FCC dropouts. High point for tourists as a successful urban project.
WF Staff	Respond to needs at request of community, not request of faculty and staff. Will coordinate ideas from other local institutions. Serve as an innovative mechanism to help students develop to fullest.
NM Fac	Acceptance of students without the proper "credentials." Awareness by FCC graduates of themselves and the community--students as viable members of community.
WM Fac	Cost to the student. Acceptance of any and all DC students wanting an education. FCC is unbounded by such factors as: religion (American University, Georgetown University), color (Howard University) or other ideological factors.

Respondent	Responses
WM Fac	Predominantly black, but with a goodly number of whites attracted to the academic program. FCC will offer a "multitude of alternatives" for obtaining a degree. Radical, open, creative, aggressive faculty.
NM Fac	Strong student interest and concern on the part of the faculty. Development of strong relationship with prospective employers of FCC graduates. Student body allowed to participate in the decision-making processes of the college.
NM Staff	Truly a community college. New social and academic techniques.
NM Staff	Uplift of the disadvantaged as primary purpose. Will prepare the grass roots community to participate in its affairs, etc.
WM Fac	All black. More than an academic gristmill. Political and educational institution.
NM Fac	Unique in that it was founded as a response to community and national problems.
NF Fac	FCC would have public support and public interest.
NM Fac	Curriculum and whole model of education would be modified by DC's needs. Produce manpower relevant to this area. Give maximum opportunity to black man to participate in all phases of college life.
WM Ad	More flexible and exciting curriculum. College will be more sensitive and responsive to students and community. Will produce graduates from people other colleges wouldn't even admit.
WF Fac	Primarily non-resident students. Open admissions policy. Working relationship with other colleges and community. Approach will be different--don't re-invent the wheel, find a better use for it.
WM Fac	Open admissions. Black studies emphasis. Urban studies emphasis.
WM Fac	Open admissions. Win national reputation for quality as well as innovation. Faculty respected for research, but still student-oriented.

Respondent	Responses
WF Fac	Emphasis on different types of studies, but exchange students with other schools. Low tuition. Increasing percent of out-of-state students. An integrated school. Larger non-matriculated course area. Three major campuses plus "planets" in four other places. Responsive to people's needs.
NF Ad	One effect of FCC will be to change the majority of other schools. If others don't change, then FCC will differ in being truly responsive to consensus of community feeling and involvement, as refined and assessed.
WF Ad	FCC will be free. Financial and moral support from all "communities" as well as Congress. The institution's degree will be highly competitive in job market. Experimentation with combinations of bodies of knowledge to offset rigidity tendency of curricula in most institutions. Physically attractive physical plant where people want to go. Free flow of community residents through the campus. Will avoid the toll of dehumanizing effects of rapid growth--perhaps ten or so small, integral campuses relating to the community.

ITEM S-22a:

BASIC PURPOSES OF THE COLLEGE[6]

Respondent	Responses
1	Broaden from D.C. to entire U.S.
4	Don't emphasize black culture too much. Broaden to let in anyone, not just D.C. students.
12	Disagree with term "basic education"--should be same as any college.
14	Not restricted to D.C.
21	Too high an emphasis on black culture--should be lessened, not dropped.
26	Should provide education to further develop the sense of culture for all races. Be concerned with outreach of students into the nation as a whole.
46	Don't like the idea of all black ethnic emphasis.
60	Too much emphasis on black studies doesn't equip student for the total society.
64	Black culture is necessary, but not too much of it. Students don't need to come to FCC to find out about their community.
68	Provide more than a "basic education."
70	Emphasize well-roundedness for cultural competition--black culture is only one part of social education.
80	Should be open to students anywhere. Should create appreciation of all cultures.
86	Shouldn't be addressed to D.C. only.
92	Shouldn't be addressed to D.C. only. Their own or any community.
96	Should cover all of U.S., not just D.C. Problems of U.S. not just D.C.
97	Black culture important, but not to the exclusion of others.
99	Not "basic" but overall education; for anyone, not just in D.C. Not confined to D.C.
104	Students from all parts of the country.
115	Emphasize black pride but not too narrowly--study other cultures.

---

[6] See discussion beginning on page 15.

Respondent	Responses
124	Broader than just D. C. --anybody should be able to come here.
125	Should be a teaching institution, not work in the community. Should be broader than just D. C. problems.
126	No special emphasis on black culture, just as part of a department's courses.
127	Too many political considerations involved in community-college interaction. Problems of all areas of U.S., not just D.C. After a period of years, black culture emphasis will place a stigma on FCC.
129	I thought FCC was for more than just D.C.

ITEM S-22b:

ADDITIONAL PURPOSES[7]

Respondent	Responses
8	High academic qualities should be fostered.
9	Give all who couldn't previously afford it a chance at higher education.
16	FCC should not go into the community, but educate students to uplift the community.
32	Help solve social problems by putting more detail into political aspects of social courses. Offer college education to all who want it--in metropolitan area (D.C., Maryland, Virginia).
40	Prepare students to go into society and compete on an equal basis.
54	Should give students a better understanding of themselves and their potential.
61	Help the underprivileged get a higher education.
70	School will be tops academically.
72	Stress more education than athletics. Establish brotherhood.
80	Help students understand themselves.
89	Educate students for jobs they'll be suited for--not set aspirations too high if not capable. Bring in more white students.
99	Develop students who are better people within themselves. Make students be able to compare with Harvard and Yale graduates.
100	Stimulate a basic philosophical attitude toward life. College should not be committed to the community--will have the same problems as Columbia University.
101	There are other agencies to handle community activities. Students should study and not have time for community activities.
113	Develop leaders to go into the community and help the people solve their own problems.
115	Should have good, transferable credits. Make courses on a college level, not too easy; make it a quality degree.
123	Develop strong, trained people for policy-making jobs in Washington. Strong program in international relations.
125	Should make students aware, train them to help get changes.

---

[7] See discussion beginning on page 15.

ITEM FAS-5:

DIFFERENCES BETWEEN FCC AND OTHER LOCAL COLLEGES[5]

Respondent	Response
NF Staff	FCC should "extend themselves into community."
NF Fac	Low tuition to appeal to disadvantaged groups. Integrated--not predominantly black or white. Preserve innovative spirit--not become an "institution."
WM Ad	No comparison in terms of structure--e.g., FCC can organize around a specific problem as a result of faculty-student interest. Include "insurance credits" to insure acceptance of training in the real world. Greater "emotional commitment" at FCC
WM Fac	Types of ideology, recruiting. Supports innovation. Different content.
NM Ad	Be directly responsive to DC and national "pulse" for "functional education." Include "working arts" in liberal arts--functioning of blacks in economic world. FCC will have a modifying effect on DC government to bring it closer to the community.
WM Fac	Urban land grant emphasis--reach out. Develop international characteristics--students from all over U.S. and world. Reciprocal tuitions with other schools.
NM Ad	Relevant, responsive awareness and involvement. Outreach characteristics. No boundaries between FCC and DC--no "ivory tower." Location in center city--student not threatened by their kind of people. No clearly defined boundaries between faculty and students. Inculcate non-conformity, i.e., creativity of thought in students.
WM Ad	Fears FCC will not remain different. Interest groups can decide things for themselves. Better communications between faculty and students. Freedom of expression is a fact. FCC structure.
WF Staff	FCC more relevant to community--part of it. Classes provide relevant, realistic experience.

---

[5] See discussion beginning on page 28.

ITEM S-26:

DIFFERENCES BETWEEN FCC AND OTHER LOCAL COLLEGES[8]

Respondent	Responses
1	Others private, FCC public. Better opportunity for students who can't afford others.
4	Open admissions. More courses in black history. Makes students more aware of inner city problems. New approach to education.
6	Going into the community. Lower cost. Different type of teaching.
7	Community involvement--others don't relate to the community. Others emphasize academic success.
8	Students can afford to attend FCC. Less rigid entrance requirements.
9	Innovative. Relaxed atmosphere, less strain. Faculty easy to communicate with.
12	More control exercised here by students. More relaxed atmosphere between students and faculty.
14	FCC will be directed to helping the community due to the makeup of student body.
15	Low cost.
18	FCC will try to help everybody--no extreme emphasis (black). FCC would help in the community.
20	Many students will become great leaders.
21	Innovative ideas of education.
24	Students and faculty have responsibility--not run completely by the administration. Entire educational approach and curriculum--more relaxed, different. "Psychedelic atmosphere"--it's what's happening.
25	No sororities or fraternities. Emphasis on black culture. Teachers who are openminded on racial matters.

---

[8] See discussion beginning on page 28.

Respondent	Response
26	FCC will deal with students on a realistic, pragmatic basis; cater to the students' interests and background.
31	Low admissions standards. Tuition.
32	Core concept. No problem of students against faculty--all work together.
33	No different at all.
39	Low cost. Liberal opinions of students and faculty.
40	Will be essentially the same as others.
44	Would like it to be like other colleges.
46	No rigid grading system. Teachers who reach the students, are less formal with them. Fantastically friendly and cooperative atmosphere. Curriculum relates to present problems in D.C.
49	Unlike Howard, FCC will respond to the students from the start. Would like to see it be sports center for the community.
54	Wouldn't be different.
60	Open door policy. Low tuition. Better student-faculty relations. Better student outlook.
61	FCC will have lots of protests and student rebellions. Students may better understand what they're supposed to be doing.
64	FCC more informal and personal. People will have more black awareness.
68	Predominantly black. Low tuition, therefore more students.
70	Will communicate with the citizen. Will focus on the city.
72	Students will have a greater part in molding the institution. Will have an atmosphere where students and teachers are closer.
75	Different techniques in teaching.
77	No different.
80	No entrance exams. Lower cost. Informal atmosphere.

Respondent	Response
82	No difference--on a par with all others.
83	FCC will offer community guidance. Slum children will now have education available--be better able to communicate.
85	Curriculum emphasis on community participation.
86	Center of community service.
88	Helping in the community, like a large group of social workers.
89	I don't know that it would be different.
92	More emphasis on black culture. Lower cost here. Only college for D.C. residents.
94	Majority of students are D.C. residents. Lower costs. More student participation in decisions. Will meet the needs of the students more than others do.
96	Black history emphasis. Helping solve black-white problems.
97	Attempts to solve community problems--functions in people, not books.
98	Predominantly Negro. People have an easier time being accepted as students. (Admissions.) FCC not so firmly rooted in rules and regulations as is Howard, for example; it is good to be this way.
99	Students can act as advisors to the faculty, but faculty should run the school. Will produce some of the best Negro leaders.
100	FCC more liberal. Easier student-faculty relations. Teachers would be intellectuals, not pedants.
101	Black culture studies plus good liberal arts education.
103	Core concept. Better student-faculty relations.
104	Will deal with urban problems. Lower costs.
108	Different kinds of courses here, e.g., black literature, group conflict. Age of students will be different here.
112	FCC will put more stress on black culture. Students here not pressured to get the work done. FCC president much more receptive to student comments.

Respondent	Responses
113	More student participation in the administration of FCC. Faculty and students will be closer.
116	Lower tuition. Lower admission standards than even DCTC.
117	Meets needs of those who couldn't otherwise afford college. More humane admissions policy--no CEEB requirement.
123	Training blacks for diplomatic service. Would develop a team of urban specialists.
124	Lower tuition. Young faculty who get along with students--less misunderstanding. Open admissions.
125	Teaches relevant courses about day-to-day living. Emphasis on social rather than natural sciences--"The problem isn't getting to the moon, but having something to come back to once we get there."
126	Shouldn't really be that different.
127	FCC's basic structure. Teaching methods. Open admissions.
128	Lower tuition.
129	Differently organized. Different teaching methods.
130	FCC would be the first government college to really succeed.

TAB II

RESPONSES TO QUESTIONS CONCERNING OBSTACLES CONFRONTING A RELEVANT URBAN INSTITUTION

Q. FAS-2 (A copy of this question appears on the following page.)

Q. S-23. "Okay, you've indicated what you think the main purposes of the College should be. Now I'd like to ask you what you see as the main difficulties or obstacles the College will have to overcome in order to achieve those purposes. What do you think the main difficulties are?

2. Obstacles

What are the main obstacles or difficulties in the way of the College achieving the objectives you believe it should have?

(a) Again, here is a list of some obstacles other people have mentioned. Please indicate with an X whether you agree or disagree for each of these. After you've done that, I'll ask you to add other major obstacles or difficulties you may see.

[Hand Respondent Sheet Q. 2 to Interviewee.]

(b) [After interviewee completes (a)] Now, this list may not include obstacles or difficultes which you see facing the College. Would you add any statements that would better express your opinion of what obstacles exist?

Agree	Disagree	Additional Obstacles
____	____	h.
____	____	i.
____	____	j.
____	____	k.

Number ____________
Q. 2 Respondent Sheet

2. Obstacles

Agree	Disagree		
____	____	a.	It will be difficult for the College to achieve high academic standing, on the one hand, and respond to the educational needs of its students, on the other.
____	____	b.	If the College carries out the programs it should, it is likely to arouse the hostility of the people who provide it with funds.
____	____	c.	The faculty will not want to reside in the District and devote the unusual amounts of time and effort required from them in the kind of school FCC is.
____	____	d.	The self-centered approaches of different groups--students, administration, faculty, etc.--will hinder communication between them and prevent FCC from doing the job it should do.
____	____	e.	Because of racist attitudes, other groups and agencies in the community will not cooperate sufficiently with FCC.
____	____	f.	D. C. high schools don't prepare students for college work.
____	____	g.	Black and white faculty will have trouble working together, especially when it comes to selecting new faculty members.

ITEM FAS-2:

OBSTACLES TO THE ACHIEVEMENT OF FCC'S GOALS[1]

Respondent	Responses
NF Fac	Communication within organizational structure--too much red tape. Faculty reluctance to truly take student suggestions, despite appearance.
WM Fac	Frustration of communication across "artificially imposed [administrative] boundaries"--especially imposed budgetary and organizational structure.
WM Fac	Usual college obstacles of bureaucracy, funding, internal politics. Patterns of influence in funding. Naivete as regards DC problems, black problems, etc.
NM Ad	Overlapping of functions (or usurping of same)--"Keep faculty out of administration."
NM Ad	Sacrifice of student needs to satisfy faculty's idealistic whims. Lack of consideration for working students in the community. Violation of the chain of command--tendency to anarchy. Resentment of student services people over being paid no more than faculty for more hours of work.
WM Ad	Funding--danger of Congressional cuts, especially in next two years. DC Government bureaucracy will hamper progress. Students will want basic education, not revolution.
WF Staff	Internal politics--regarding hiring policies, friendship, outside influence on appointments. Communication difficulties between the faculty members in Core courses. Over-committeed; too many committees.
WM Ad	Lecture system of education is outmoded, and potential students know it and are anti-intellectual before getting to college. Inadequate help given the adolescent student whose real problems are being ignored.
WF Fac	Inadequate finances of DC Government in the future. Racist attitudes of certain Congressmen.
NM Ad	Racial problems will interfere with cooperation. Empire building will interfere with cooperation.
WF Ad	Pressure to make curriculum too easy.
WM Fac	Students are neglected because of faculty overattention to administrative matters. Disorganization--an organization of some kind is needed. Can't operate without at least a minimum of organization which is lacking now.

---

[1] See discussion beginning on page 33.

Respondent	Responses
NM Ad	If faculty were predominantly black militants and they had too few white liberals, they would have trouble working.
NF Fac	Preconceived ideas of education must be removed for students to accept the program. Accusations of trying to "brainwash" students to an extremist attitude--comes from teaching black culture.
NM Fac	Objectives not defined early enough to allow for selection of faculty who can innovate.
WM Fac	Too much was done too quickly, leading to "somewhat accidental" choice of faculty.
NM Fac	FCC is a reflection of American life--including racial imbalance of power.
WM Fac	Faculty may not be able to adapt to FCC's innovative policies.
NF Fac	Funding--should get out from under Federal budget.
WF Fac	Faculty and student need for security might lead back to traditional structure.
WM Fac	Congress (funding source) may not want school to participate in social problems. Students may be too conservative and apathetic. Student belief that a "college education" guarantees a good job.
WF Ad	Individuals would rather further their own ends than to behave in the best manner of their professions.
WM Fac	Faculty and administration will resist reduction of experimentation, increasing of pragmatism. Too much experimentation in core courses. Too many missionaries.
WF Staff	Lack of communication between faculty and administration.
NF Staff	Pressure by factions of faculty to hire more black faculty. Too much emphasis on advanced degrees rather than community-related experiences as qualification for teaching position.
NM Staff	Predisposition of faculty to assume and anticipate student needs rather than to learn about students.
NM Staff	Hostility of persons outside DC because of some of the college-community cooperative activities. Disagreement between faculty and students over black expectations and aspirations.
NF Staff	Lack of communication between faculty, staff, students. Loose handling of student financial aid checks--students not held accountable for the way in which money is spent.

Respondent	Responses
WM Staff	Duplication in community and school.
WF Staff	Racial problems are interfering with larger goals. Nobody is "giving" anything--should be an arena for exchange. Some egos will have to take a back seat.
NM Fac	The bureaucracy may hinder innovative features of FCC. "Spoon-feeding" of student rather than teaching them to compete. Faculty failure to discuss and ameliorate differences. Need for "honest feedback" to faculty from students, staff, administration. Office politics.
WM Fac	Lack of a radical creativity and innovation.
NM Staff	Usual "gowing pains" of a new institution. Students with poor preparation--need an extra year to be academically prepared.
NM Staff	Communications gap between faculty-staff and student body.
NM Fac	Organizing a feasible program for such a tremendously large enrollment.
WM Ad	Problem of balance between administrative leadership and democratic participation. Lack of space for campus. Transportation to and from site--difficulty with night parking. Funding.
WF Fac	Funding. Time--impossible task for so short a period of time. Difficulties in locating sufficient number of qualified people to run college.
WM Fac	Faculty divisions over trivial matters of administrative policy and procedures.
WM Fac	Parochialism of black faculty--question sincerity of whites.
WM Fac	National political picture, e.g., black separatism, white backlash. Lack of administrative leadership in the college.
WF Ad	Provide educational opportunities for students with varying needs and interests--i.e., employment-overhead; "liberal arts"; social and political orientation; business; black identity and culture, etc.

ITEM S-23:

OBSTACLES TO THE ACHIEVEMENT OF FCC'S GOALS[2]

Respondent	Responses
1	Congress is an obstacle. FCC must wait for them to appropriate the money before they can expand the campus, etc. This is the main obstacle.
4	Not enough courses in basic English--or in any field. Much too limited.
6	Community will not, in general, cooperate with the college.
7	Community acceptance is biggest obstacle. Will the community understand and accept the college as the college tries to relate to the community? Danger of trying to "over-please" the students. Students should have some say in college matters, but not too much.
8	None, provided the U.S. Government is prepared to meet its financial commitment to FCC.
9	Students at all levels of academic experience in the same classes may interfere with each others' learning.
12	Lack of funds for all the projects that are envisioned.
14	Demands by students to increase the amout of "black culture" material, and development of extremist groups.
15	Lack of information to students about how to get a degree with "general courses"--no information on course majors.
16	Lack of adequate funding for the school to function.
20	Students not working together; students who don't want to spend so much time on black culture suffer because the majority want it.
21	Conservatives in the field of education may not like FCC's approach. Financial support. Not enough students will like the FCC approach.
22	Congress would remove the FCC President if FCC became a "real college for the people" and replace him with a puppet. The "police tactic" policy of "get it or get out" or "do it my way or get out"--if it happened--would be an obstacle.
24	Low admission requirements; high school students now have no incentive to do well since they're relatively well assured of acceptance. Black power groups want an all black university.
26	There should be a system of grades to make students strive to do better.

---

[2] See discussion beginning on page 33.

Respondent	Responses
31	Bringing the students up to college level.
32	There is a lack of equipment for such things as art classes. Core concept for natural sciences should be broken down into separate sections.
33	Congress--if FCC isn't run to suit them, they'll run it their way. The building is not in a good area; should look for a nice, quiet place on the edge of DC.
39	Funds. Political and cultural ideas of the students.
44	Core concept; don't like having a new teacher every three weeks, they contradict each other. It's too confusing.
46	Admissions policy must be changed if standards are to be maintained. Natural sciences classes have people with too much of a mixture of backgrounds, abilities. Also too boring.
49	Maybe overstressing black consciousness--this would tend to divide the students from other races.
54	Overworking the "black" theme. Some teachers treat students as if they're not intelligent.
60	Not enough required courses for one's major. Too much talk about the community. All that's required is to "fit the student so he can go back into the community."
61	Financial problems; getting enough money.
64	Possible distrust of the college's motives by the community. Certain faculty and certain students want too much emphasis on black culture.
68	Not having a strong enough curriculum. Not giving enough besides black studies. Not all teachers are qualified to teach their subjects.
70	Admissions policy will have to attempt to "weed out" but still give a chance to able students with poor records. Insufficient guidance and counseling given to high school students.
72	Some teachers are not prepared to teach their subjects. Lack of grading system may affect grad school applications of students.
75	Emphasis on black culture.
77	Funds. Absence of basic requirements for students. Faculty orientation toward students is not always good. Too much experimentation not good.

Respondent	Responses
82	Availability of financial aid from Congress. New buildings should be hurried to supply study room, attract people.
83	Congress; will it let FCC serve its purposes, act on FCC's suggestions? Community; will it let FCC come in to organize it? DC businessmen; would object if FCC tried to organize the citizens. Lack of Home Rule and self-determining power in DC.
85	Faculty debates over the curriculum.
86	Communication; students, faculty, community.
88	Shortage of facilities, equipment, books. Lack of adequate student government at present. Lack of events scheduled for convenience of evening students.
89	Congress' reaction to the black power theme.
92	Not enough funds from government to provide enough staff.
96	Not enough room or facilities for growth that is predicted. Most Negroes will need money to attend. No parking. Should have housing for people from outside of DC.
97	Science classes not suited to DC students. Students won't speak their minds to white faculty. Students don't have counselors they can tell their situation to--a working relationship (one-to-one) should be fostered early, before a crisis arises.
98	Poor academic preparation of DC students must be made up for.
99	Must always be ready to face the situation arising from "all black" attitude.
100	The difficulty among students in learning concepts, not just statistics.
101	Need more up-to-date and more spacious facilities. Funding problem; the District Committee might cut funds if things don't go as they see fit.
103	No funding alternative other than Congress; must run FCC their way. There are many cliques among the student body.
104	Black militants should be discouraged.
106	Availability of funds for education and community projects.
107	Question of accreditation.
112	If the community didn't want to be helped it would be difficult.
113	Permanent location must be found and moved into so the disruption of moving doesn't cause loss of sight of the main purposes.

Respondent	Responses
115	More traditional schools might not accept FCC's unique approach, especially when it comes to transferability of credits and value of degree. Too much militancy--any racism, black or white, is bad. Educational focus is too narrow. Lack of textbooks to learn from.
117	A better means of placing students to fit their abilities as well as needs is needed. Transferability of grades, credits; accreditation.
123	DC Students aren't disciplined enough to benefit from courses which are unstructured.
124	Congress might tie up funds.
125	Support from Congress--Congress should give BHE a free hand. "Black" needs better definition before trouble arises over misunderstanding.
126	Black militancy and antagonism towards whites. Curriculum and departments should be more like other schools.

TAB III

RESPONSES TO QUESTIONS CONCERNING COLLEGE-COMMUNITY RELATIONS

Q. FAS-3 "The concept of FCC has stressed the development of strong community-College relationships. Assuming such relationships are desirable, could you be more specific about just what these relationships should be?

Q. S-24 "People talk about the need for FCC to help solve "urban problems." What does that mean to you?

Q. FAS-4 "In speaking of the objectives of FCC, reference is frequently made to being relevant to, or contributing to, the solution of "urban problems." In your opinion, what are the two or three most critical problems in the D. C. community which you think the College should strive to help solve?

Q. S-25 "What are the two or three most critical problems in D. C. which you think the College should try to help solve?

Q. FAS-7 "Would you describe the three or so specific projects which you believe are among the most important projects the College should undertake?

Q. S-34 "There's a lot of discussion around FCC of community projects which the College should help get going and in which students and faculty would participate. Are there any of these projects which you know of or have thought of in which you'd like to take part?

ITEM FAS-3:
COLLEGE-COMMUNITY RELATIONSHIP[9]

Respondent	Responses
NF Fac	Neighborhood improvement and CAP should be aided by student (not necessarily faculty) participation. FCC must be a good "guest" in the community--inspire the aspirations of the community, don't insult them be wearing shorts, beach sandals, etc. Don't rush out to rescue people; rather, supply facilities, resources for them to use as a base.
WM Fac	FCC should act as a repository for knowledge, expertise, etc. and do things with the people. Serve as an information center for the people in the community. Have faculty available to the people as resources when needed.
WM Ad	Practice diverse styles of interaction, not all one way, e.g., FCC to the community, or community to FCC. Close the cultural gaps in communication by means of theater, the arts, crafts being taught to members of the community. Have staff and facilities available, but let the initiative come from the community.
WM Fac	Link FCC with the community through the students, not through the usual "white channels."
NM Ad	Help alleviate the educational deficiencies of the community members as left over from public school--non-degree courses, no strings attached if necessary. Supplement and assist public evening school. Make contact with churches in the community to form the link between FCC and D.C.
NM Ad	FCC should learn from the community as well as serve it--e.g., by having "visiting lecturers" from the community who know it and tell it like it is. FCC should provide "outreach" programs of which community can take advantage. The community should be able to come to experts at FCC when they feel the need to so so.
WM Ad	Bring in non-D.C.-residents to learn, then stay and help, rather than inbreed the present educational system in D.C.

---

[9] See discussion beginning on page 46.

Respondent	Responses
WF Staff	The community can provide resource people to FCC and vice versa. Find out the community's needs and meet them, e.g., classes for illiterates, etc. Students should assist the community to organize and to take advantage of FCC resources. FCC should try to help facilitate such things as funding of community education, etc.
NF Ad	Open FCC meetings to public at convenient times; especially to high school kids; nights and weekends. The community should be allowed to make decisions affecting FCC. Invite in students from other colleges by reciprocal agreements, etc. Broadcast FCC meetings on radio to invite the interest of Capitol Hill white residents.
WM Ad	Have community leaders participate in seminars, symposia, etc.--especially the young, black, and active leaders of the community. Put media collections in convenient places for public use, so people don't have to go out and actively seek them in libraries, etc.
WF Fac	Don't destroy the community by expanding into it. Provide continuing adult extension courses on part-time basis through all levels--including Ph.D. and after. Offer specialized, short-term "educational institutes" of various kinds. Provide resource people to all groups who are perceived as needing help--don't wait to be asked!
NM Ad	Do something to attract the community to the school. Teach community development by taking students into the community to do field work.
WF Ad	Encourage the community to come in and talk because they support the school. FCC should build on those programs already begun by the community.
WM Fac	Kids in community should be able to identify with FCC students. Community should "push" FCC if they think it relevant.
NM Ad	Community should have voice in determining what FCC should offer through meetings with community. Need close ties with primary and secondary schools--correlate curricula. Reach out through community groups (e.g., religious) which can bring people together.
NF Fac	Lobby to attain community needs. Community provides FCC with raw materials and needs.
NM Fac	Community involvement in planning and programming. Faculty and staff should get out and be part of community.

Respondent	Responses
NM Fac	FCC should be critical of community, not just a service organization--criticize as well as help.
NM Fac	College should be part of the community. Faculty could understand better if they lived in the city rather than suburbs. Should be consultants only--not solve problems but help community solve.
WM Fac	FCC must not superimpose its own thinking on the community. Set up real communications with community--win confidence. Community should present specific problems to college through channels and take advantage of resources for help. Turn out competent people to continue the learning process in the community.
WF Fac	Community should feed problems to FCC, social scientists feed results back to community.
WN Fac	Community should be a laboratory for college activity. Students should have access to all community organization and instituitions--observe, interact, criticize. College should be a realistic source of expertise for the community. College should extend culture into the community. College should be a research center for community. Community should support idea of academic freedom even though it may result in controversy. Community should make demands on the college.
WF Ad	Practical lab--practical experience for college in planning programs. Source of aid for community improvement--clearinghouse for information on community needs.
WM Fac	College should submit to constant review by community. College should set up a mechanism to be responsive to community needs. College should look forward to "control" by the community. College recruit community leaders to oversee college administration.
WF Staff	Provide education above all and everything will improve. Community can contribute to college by accepting it and providing proper climate.
NF Staff	Satellite programs should feed into the community. College facilities should be made available to the community. College should provide free consulting service to community programs.
NM Staff	FCC should sponsor courses for non-degree seeking adults to interest them. Students should be FCC's public relations people in the community. Community should participate in FCC organizations to provide input as to desirable and desired directions for involving the community in FCC.

Respondent	Responses
NM Staff	Students will go back to community to utilize their knowledge and education. Community can support college, nurture it, participate in it, help formulate its programs.
NF Staff	College should find out the needs of the community by means of community suggesting ways it needs help.
WM Ad	Bring more blacks into business programs to learn business procedures. Promote and help with basic education before coming to FCC--decentralized educational centers. Establish reciprocal relationships for communication.
WM Staff	Jump into community without waiting for work on funding. Feed the community with literature about their questions--less talk at meetings. Closer ties with high schools, especially counseling area.
WF Staff	FCC and D.C. should be synonymous--no isolation from community. Community can contribute knowledge about itself, broaden perspectives of FCC people.
NM Fac	FCC must prepare its students for leadership roles in the community. Community should not give or do anything until FCC proves to be a good force in the community.
WM Fac	Question of campus site must be settled and accepted by community. Adult education programs should be offered. College should ask the people what kinds of courses they need and want.
WM Fac	Make it clear that FCC is for all people. Should offer services and facilities to the community. Community contribution must come through membership of community people on boards, etc., along with college people.
NM Fac	College should provide community with training to better the environment. Community should contribute by making its thoughts known about FCC's work. Community should contribute money.
NM Staff	Send faculty and students out to find out the people's feelings regarding problems. Train and pay students to participate in community development, education, etc. Community could send non-voting consulting representatives to FCC meetings. Community can make known its problems and seek FCC's expertise and resources.

Respondent	Responses
NM Staff	Community can make known its needs--especially "grass roots" representation. FCC should resign itself to preparing community for what it can do pragmatically, i.e., not dream of making chemists, etc. out of everybody.
WM Fac	College should first relate to the community in the immediate vicinity (two or three blocks). College should become a center for community action and political organizing. Community should decide what the relationship should be.
NM Fac	Ask community what it wants, then show how to do it, or help them do it. No preconceived notions of what the community needs.
NF Fac	Community contributes as a lab that can be used as a resource to stress needs, requirements, methods, desires, etc. College must provide solutions and resources for solving community problems. College can provide extension courses for community--e.g., assist immigrant in the urbanization process.
NM Fac	College should tender its services to the community. College should get community's perspective on what FCC should do to help.
WM Ad	Begin the instruction where the students are at present--be sensitive to backgrounds. Make full use of D.C.'s special resources--education and cultural. Put community interests second to education.
WF Fac	College should take members of community where they are at present and prepare them for life. College should help community develop competent leadership. Take the college to the community.
WM Fac	College's experts should be available to aid in solution of community problems. FCC should be able to gather needed information to aid D.C. government in its decision-making.
WM Fac	Community should not dictate what college should teach--rather, share goals.
WF Fac	College should use community as library, not laboratory. Deal with immediate community problems. Have practicum setup for most courses. Keep out of political situation while making students aware of it.

Respondent	Responses
NM	One type of relationship is attitudinal. College and community belong to each other. Involves information-communications patterns. Another type has mechanisms constructed in concert with the community. Department of Community Education plays a big role.
WF Ad	FCC should belong to all of the many Washington communities, and become "real" to all of the community's groups. FCC should have many interrelationships with students and their families. FCC should make FAS available, free, to respond to community needs and requests.
NM Ad	There needs to be a real FCC effort to instigate participation of community in college directions and future. FCC must nudge the community, but not shove it.

ITEM S-24:

MEANING OF FCC PARTICIPATION IN SOLVING COMMUNITY PROBLEMS[11]

Respondent	Responses
1	Lots of problems that can't be solved immediately, but in the long run FCC will send graduates out to solve them.
4	Students should go out and serve the community if they're in the appropriate field.
6	College should get together with the community on its problems.
7	Teach students to "cope with the community" and students will deal with urban problems.
8	FCC can help solve the major urban problems through appropriate programs.
9	FCC is looked on as basically black--the people's college--fosters community pride.
12	Make people aware of problems of the black ghetto--enrich and enlighten.
14	Offer education to low-income groups and let them solve the problems.
16	College should teach students to participate on a broad scale in the government to help the ghetto. College should not go into the community.
18	Don't just ask about problems, help the people!
21	FCC should send students into the community to voice new ideas and new approaches to urban problems.
22	FCC should point people in the right direction, but not "hold their hands."
24	Faculty can go out and learn first-hand about the problems and be better able to teach about them--students come here to learn what the problems are.
25	Solve problems by carrying out promises of being different and helping black students.
26	FCC would help people better their lives and "move up."
32	FCC could give people a better understanding of those who try to help them.

---

[11] See discussion beginning on page 46.

Respondent	Responses
33	School is for the students, not for the community. FCC should not go out to help the people.
39	Teachers and students should go out and work with the people on their problems.
46	FCC can help straighten out the crisis in the city, uniting the black people, fostering black identity, pride in self and community.
49	Students can be taught to lead their respective communities and make things more clear to those with less education.
54	Tell students the causes of the problems, and equip them to solve them.
61	Helping people on relief; housing developments.
64	If FCC educates their students, this automatically helps the community because they are part of the community.
68	Go out into community and establish communication to help solve problems of welfare, employment, education.
70	School can identify problems, make young people aware; when they leave FCC, they will solve the problems.
77	FCC should not be geared specifically to solving urban problems.
80	FCC should prepare students to solve problems in their communities.
82	Tension between social groups in the city causes problems that can't be headed off because nobody has proper training to do so.
83	Community looks to FCC for guidance to solve problems, whereas other schools have done nothing. FCC is action, not talk.
85	Give students the ability to deal with these problems.
86	FCC could do research, for example, on attitudes toward urban renewal, zoning "hanky-panky," etc.
89	FCC could help pull children into school so they can go back into the community to solve problems.
92	I don't think FCC should be out there solving urban problems--just education.
97	Show youth how important education is, get them to stay in school.
98	Other than education, don't see how FCC could solve problems.
99	FCC should not get involved in such problems.
100	FCC's main purpose is to educate the community, not solve its problems, except indirectly, through its graduates.
101	No direct participation, but indirectly by graduating potential leaders, city planners, etc.

Respondent	Responses
104	FCC could help by arranging lectures to educate the community.
106	Students will go into the community and help with whatever problems exist there.
108	Classes about urban problems are taught to people from all walks of life.
112	If the students are well-educated they will solve the urban problems.
113	FCC really has nothing to do with the most pressing problems, e.g., employment, housing, welfare. Should show people in community how to solve their own problems.
115	FCC can't solve the problems, it should educate the people; government should solve problems.
116	People are looking forward to FCC's turning out leaders to return to the community.
117	FCC needs to solve its own problems first.
124	Since FCC is a land grant college with no land (i.e., farms), that money should be spent on solving urban problems.
125	FCC should give students the tools to solve problems.
127	FCC should stick to teaching students to go out and solve community problems.
128	Let students know what is going on in the neighborhoods so they can help solve the problems.
129	Help slum dwellers further their educations and see a way out of slums.
130	Teach students the need for improvement and they might improve the conditions.

ITEM FAS-4:

CRITICAL URBAN PROBLEMS[10]

Respondent	Responses
NF Staff	Public school education; teacher-pupil ratio. Respect for law and for police.
NF Fac	Housing--jobs. Urban problems result from city administration; FCC should try "power angle." Pollution. Transportation.
WM Ad	College shouldn't be tied, as a whole, to specific problems, but separate units devoted to e. g. mass transportation.
WM Fac	School system--eventually absorb D. C. Teachers College. Upgraded training for service occupations.
NM Ad	Voting--give more "ballot control" especially over Department of Public Safety.
WM Fac	Lack of representation both locally and in Congress. Exclusion of citizens from decision-making. Need to work together in the metropolitan area--race problems, etc.
NM Ad	Education--dropout and student academic preparation problems. Problem of police harassment of inner city youth.
WM Ad	Ghetto dwellers can't forsee future--FCC is escape hatch. FCC represents an economic base for community. Will cause Howard to reevaluate itself. Home rule--could come about if FCC produces 12, 000 graduates in eight years.
WF Staff	Race attitudes. Break down class distinctions on basis of upward mobility.
NF Ad	Cultural activities.
WM Ad	Include suburban problems in "urban problems" category. Negro male child. Ignorance on the part of suburbanites. Preference for military men in government positions in D. C.
WF Fac	Everything about D. C. Government is bad. People's acceptance of poor success without protest--disorganization in community.

---

[10] See discussion beginning on page 46.

Respondent	Responses
NM Ad	Lack of respect for authority.
WF Ad	Pollution. Reassess thinking of storekeepers in poor areas--to become more attractive. Lack of pride.
WM Fac	Better educational system for D.C. Prepare students for better job--improved skills.
NF Ad	Housing-education-economic gain. People-to-people education--urban to suburban. Education at early stages--overcrowding, no individual attention. Need a common body to direct and correlate all educational activities--all levels.
NF Fac	Dilemma of human and interpersonal relationships. Set up communications (national and international problem). Labor market--educate as to how to use FCC products (degreed or not).
NM Fac	Involve community in economic problem solving. Involvement in government to "free" the community.
WM Fac	Planning of schools. "Usual problems."
WM Fac	Communication--talk to and through the community--not at it. Black publications--present lack of cultural continuity--no communications between black communities. Relevance of art to existence.
NF Fac	Help student identify his goals then clarify his role in life; he will then take care of urban problems, make changes.
WF Fac	Home Rule. Housing, hiring, education.
WM Fac	Inaccessibility of job market to members of community. Housing--provide housing as part of the community. Police attitudes and behavior.
WF Ad	Top quality education for young people--"any way they want it." Extension service to make family life easier. Relationship between business and community.
WM Fac	Home Rule. Police-community relations. Job preparation--vocational preparation. Discrimination in D.C. institutions.
WF Staff	Open new horizons--each individual's standard of living.

Respondent	Responses
NF Staff	Employment. Housing.
NM Staff	Poor teaching in public schools--elementary and high school. Police education regarding the community. Exploitation of community through lack of economic (consumer) education.
NM Staff	Race relations. Economic problems in the community.
NF Staff	Transportation. Inter-racial communication.
WM Ad	Higher education. Adult education. "Police problem."
WM Staff	Employment--lack of basic skills. Education of parents. Frustrations of the ghetto area.
WF Staff	Educational system. Employment--"real job opportunities." Government structure--Federal employees in D. C. Home Rule.
NM Fac	Ignorance--of politics, economics, social relationships.
WM Fac	Teacher education. Low-cost public higher education. Environmental pollution.
WM Fac	White institutionalized racism. Lack of hard facts about economic and political exploitation.
NM Fac	Economic condition of community. Social problems--weak family structure. Psychological problems in the ways people view themselves.
NM Staff	Social institutions--e. g., welfare; landlord-tenant relations; hospitals, etc. Education. Employment.
NM Staff	Education level of community.
WM Fac	Family income.
NM Fac	Ghetto housing. Education. Ghetto indifference.

Respondent	Responses
NF Fac	Housing. Revision or replacement of inadequate community services.
NM Fac	Public education.
WM AD	Long term economic security. Discrimination. Transportation.
WF Fac	Economics--consumer problems, wage earning, underemployment. Social--health, welfare. Home Rule. Education.
WM Fac	Home Rule. Education--good teachers. Economics--businesses controlled by outsiders.
WM Fac	Employment opportunities.
WF Fac	Education in D. C.
NM Ad	Police-community relations. Quality of teacher education and philosophy of same. Moral and ethical evaluation of priorities of the community as a microcosm of the nation; i. e., document the objectives and priorities.
WF Ad	The critical ones aren't the ones FCC can help with this year, i. e., housing and employment. The college can help with: 1) urban renewal and its associated problems; 2) free counsel to black businessmen; 3) counsel and place graduates so as to pave the way for others to come to FCC; 4) help with factoring jobs (sic), especially professional jobs, to make parts of them available to those who need them.
NM Ad	Poor life opportunity. FCC should try to meet the stated "social worker's" type of problems in the community. Meet needs for a sense of identity of people, especially the young boys' need for father-figure in the home.

ITEM S-25:

CRITICAL URBAN PROBLEMS[12]

Respondent	Responses
1	Education to suit financial needs of D.C. residents.
4	Racism. Unemployment.
6	Crime. Unemployment.
7	Equal housing for Negroes. Better jobs.
8	Unemployment. Education.
12	Adult education.
14	Too few people in middle income bracket--a result of low educational level.
15	Racial problem--color means too much here.
16	College should not go into the community.
18	Help people get jobs (e.g., provide low cost day care for children of working mothers). Housing. Education--overcrowded schools--help get Government to give more money.
20	Police-community relations.
21	Poverty/welfare. Discrimination. Education.
22	Economic exploitation.
24	Slums. Racial problems.
25	Welfare. Housing discrimination.
26	Self respect and pride. Education. Motivate people to maintain their own community.

---

[12] See discussion beginning on page 46.

Respondent	Responses
31	Ghetto. Race relations.
32	Discrimination. Poverty--especially related to child care. Education.
33	Home Rule.
39	Housing. Welfare. Voting.
40	Unemployment. Housing. Education.
46	Black dignity. Availability of education.
49	Inadequate education--poor or unwilling teachers.
54	Employment. Housing. Education.
60	Inadequate housing. Slums. Need for education at all levels.
61	Vandalism. Racial problems. Housing.
64	Should not try to solve any.
68	Adult education. Employment.
70	Community development--citizen interest.
72	Housing. Discrimination. Poverty.
75	Discrimination in housing. Discrimination in jobs.
77	Home Rule.
80	Education. Race problem.
83	Housing. Unemployment. Education.

Respondents	Responses
85	Communication between groups. racial, class, economic. Poverty. Education.
86	Crime. Housing. Family guidance, counseling.
88	Poverty.
89	Crime--but FCC should not get involved. Location of housing projects.
92	Crime. Education.
94	Housing. Employment. Education.
96	Poverty. Racial issue. Education. Housing. Recreation.
97	Housing. Education. Jobs.
98	Poor educational preparation of D. C. students.
99	Everybody works for the Government and get no benefit from it. Public school system has gone to the dogs and nobody cares.
100	Should not be concerned with community's problems.
101	Housing. Education of ghetto-youth-dropout problem. Home Rule.
103	School system. Police department. Ghetto is basic problem.
104	Lack of morals among black youths. Housing.
106	Housing. Employment.
108	Racial disturbances by the more militant types. Housing. Welfare problems.

Respondent	Responses
112	FCC should not try to solve D.C. problems.
113	Employment. Housing. Welfare qualifications.
115	Race relations. Crime. Housing.
116	Housing. Employment. Education.
117	Should be considered only after solution of FCC's internal problems.
123	Poverty. Housing. Education--hasn't kept pace with society's changes.
124	Education. Housing. Medical treatment.
125	Housing. Police-community relations. Education.
126	Unemployment. Housing. Home Rule. Police-community relations.
128	Voting. Adult identity. Black identity.
129	Race problems. Employment.
130	Slums.

ITEM FAS-7:

PROPOSED COMMUNITY PROJECTS[13]

Respondent	Responses
NF Staff	(1) Credit Union (a) financial world of community (b) provide organizers (c) community (d) need to educate people to establish their trust
	(2) Family Planning (birth control, appearance, hygiene)
NF Fac	(1) Reading Program for Non-Students, e.g., Parents (a) stir community interest in what students are doing (b) library, perhaps with special books (c) student clubs, library personnel, community (d) hard to get people's interest at first; maybe new kinds of books needed
WM Ad	(1) Mass Transport Unit in FCC (a) mass transport (b) research, survey, publication, field trips, etc. (c) faculty-students
	(2) Environmental Planning in Urban Setting (a) mass transport (b) research, survey, publications, field trips, etc. (c) faculty-students
	(3) Specific Aspects of Community, e.g., high school or education programs) (a) mass transport (b) research, survey, publications, field trips, etc. (c) faculty-students
WM Fac	(1) No Specific Mention--refers to support, through hiring of appropriate staff, of existing community organizations.
NM Ad	(1) Major Negro Collection (a) black history to the student; separate novels from fact (b) library expenditures (c) all faculty and students (d) none

---

[13] See discussion beginning on page 46.

Respondent	Responses
	(2) Teacher Institutes (a) improve ability of teachers (b) visiting faculty (c) visiting faculty (d) faculty acceptance
WM Fac	(1) Family Centered Assistance (a) multitude of problems continuously faced by urban poor (b) staff of community educators, students & faculty (d) recruitment of right kind of educators communicate with residents work with other organizations (UPO) (2) Community Development (Education) (a) bring wide education to D. C. residents off campus (b) neighborhood education; adult education, continued education; meeting house; center for formal-informal meetings (d) limited resources; jealousy of other institutions; politics--some other organizations may try to block such programs
NM Ad	(1) Consumer Education (2) Child care--help kids & mothers; give student relevant experience (3) Youth Salvaging--e. g., use basketball star to attract kids to one kind of activity--then get interested in other kinds. (4) Community organization--help neighborhoods or groups organize to help themselves.
WM Ad	(1) FCC Club to raise funds for athletic programs--obstacles, money
WF Staff	(1) Education (a) make h. s. student aware of counseling services (b) in-service training (c) counseling services in community schools (d) cooperation of H. S. counseling services (2) In-Service Teaching Service Projects (a) improvement of teaching methods to more relevant, realistic ones (c) teachers (d) funding, teachers' reactions (resistance)

Respondent	Responses
WM Ad	(1) Faculty Development Programs (a) develop all faculty, staff, administration, board members, media people to highest capacity in FCC situation (d) obstacles--money, red tape (2) Bridges to Secondary Schools (a) crossfertilization (d) money, red tape (3) Social Field Skills brought to bear on Negro male children (a) offer enriched environment (b) experimental programs to that viability of concept (c) work with parents (d) Congress; money (should go into personnel) (4) Use of TV, publications, mass media to interpret programs to people
NM Ad	(1) Consumer Education--Attract adults to weekly classes
WF Ad	(1) Mix with students from other schools--work together on urban problems
WM Fac	(1) Science Bus (a) to motivate H.S. students to study science (b) commitment from community (c) community, students, staff (d) none
NF Ad	(1) Day Care (a) provide supervised activity for kids, health care, etc. (b) qualified FCC people to supervise (c) students-community (d) no obstacles (2) Tutoring for H.S. Students (3) Capability to search out community talent--e.g., artistic (a) development of talent (b) students could teach younger kids--paid for by students and FCC (d) money
NF Fac	(1) Only one kind--remove obstacles to academic success of students by providing any kind of service they need.
NM Fac	(1) Management-labor conflicts program (a) development and solution of labor-management problems (d) lack of resources--Congress may not be willing

Respondent	Responses
WM Fac	(1) Non-degree adult extension education--broad development, not specific skills
NM Fac	(1) Communication--Educational Radio and TV
	(2) Hold itself ready to fill community requests for help.
WM Fac	(1) Street Theater (a) immediate communication with impact on community (b) student prep. --not much cash investment; teaching personnel (c) students to the community in general (d) would community accept it? Would law allow "street" performances?
	(2) Community Arts and Communication Centers (a) communication and cultural awareness (b) utilization of FCC facilities (c) students and existing community art groups (d) money
NF Fac	(1) Police Education (a) educate policemen in overall sense, investigate his role (b) dialogue and planning: hiring appropriate staff; courses; minimum cost to police; close police-community gap through outreach (c) faculty; students; key experts; influence people in community (d) 1. get law officers to accept idea; 2. abate community apprehensions about it; 3. get cooperation of federal and other agencies
	(2) Teacher Training Program (a) change public education program (d) faculty and program developers
	(3) Child Care Program--Education from prenatal on
WM Fac	(1) Leadership in Community (a) problems involving, e.g., vulnerability of the power structure (c) faculty, student, community leaders (d) lack of expertise, motivation; funding
WF Ad	(1) Provide an adequate curriculum to the community
WM Fac	(1) Black Pride (a) Counteract idea that black is bad (b) acquire radio, TV station (c) mass media, community, faculty, staff, student, would participate (d) obstacle--Congress

Respondent	Responses
WF Staff	(1) Provide counseling service to help students achieve their own goals
NF Staff	(1) On-the-Job Counseling and Guidance Service
	(2) Employment of Borderline Employables, Student Aides
	(3) Housing Referral Service
	(4) Action-Line Type of Service for the Community
NM Staff	(1) Undergraduates should talk to elementary and high school students about their responsibilities in the community
NF Staff	(1) Job placement
	(2) Help students to plan the best use of the money received from FCC
WM Ad	(1) Community organization
WM Staff	(1) Job placement--give out information on job referrals, training, tie to FCC offerings
WF Staff	(1) Get to know the D. C. community
	(2) Support and up-grade educational endeavors of community.
NM Fac	(1) Adult Education Centers (a) to address any and all urban problems; (b) use students and faculty as "role models;" (c) students, faculty, staff, community leaders would participate (d) obstacles: Board of Education resistance; immature students
WM Fac	(1) Street-Corner Science--mobile unit staffed by students to interest the younger community in science; obstacles: (a) money (b) community acceptance
WM Fac	(1) "Free D. C." Movement--Home Rule--FCC supply data, resources, faculty, students, etc. Community participation. Obstacles: political; economic; availability of qualified people.
	(2) Organization of White and Black Community--Devote resources and facilities to helping community organize. Obstacles: (a) Congressional objections (b) Lack of community understanding of reasons for differences between groups in standard of living.

Respondent	Responses
	(3) Information Service on Vietnam War--Provide lectures, movies, etc., on war in Neighborhood Centers; Staff, faculty, community leaders would participate. Obstacles: (a) political (b) emotional--i. e., "that is not the job of the college."
NM Fac	(1) Project to motivate public school students to want to go to college. (2) Adult Education aimed at parents' role in stimulating childrens' motivation and aspirations. (3) Adult Civic Program--to give better understanding of political, social, economic structure and the impact of that structure on their lives.
NM Staff	(1) Pilot program to educate and assist the whole family in self-help
WM Fac	(1) No specific projects--just general commitment to political actions
NM Fac	(1) Improvement of public education in D. C.
WM Ad	(1) Career or job clinic for D. C. students
WF Fac	No specific projects.
WM Fac	(1) Consumer Education (2) Higher Education (3) Assist neighborhood group to realize needs and objectives
WF Fac	(1) Day care centers (2) Law (3) How to deal with landlord
NM Ad	(1) African and Afro-American extension series, including teaching, production, theatre, reading groups, etc., to promote self-awareness, identity.

Respondent	Responses
NM Ad	(1) Consumer Education (a) to alleviate ills that Betty Furness, etc., have noted and found to exist; understanding of shopping more widely, interest rates. (b) Use sub-professionals, not theorists, working as assistants to community educators in field; need community outposts, each staffed by 2 or 3 community educators, and rest of staff constituted of sub-professionals, especially people drawn from community. (c) Mainly sub-professionals, community education, community people and some students. (d) Political obstacles: people will inevitably be organizing, and this may be viewed as dangerous. (2) "Cycle-breaking" or "Starting" (a) Community educators in neighborhoods should start implanting idea of going to college from very early age; i.e., condition to idea of going to college while still young. (b) Maybe youth activities at FCC are part of this, most important are people in the neighborhoods getting the idea around that you need to go to college to get somewhere. (d) Community will reject FCC people unless establish credibility early in game. FCC at first will look about like others who have offered and not delivered. (3) Meeting unrealized needs, especially cultural needs of community (a) Teach in community, things like Swahili, African history to meet identity needs. (d) Might plan too big and sophisticated. Should plan for 10 to 15 people to show up at first, i.e., be prepared to start small and grow as response does. Public Opinion and Politics and Funding: This cultural self-confidence is necessary to achieve something in America, but it has its drawbacks, hazards, etc., to do this.

The following list of additional projects was suggested by FAS members spoken to during development of the interview schedule. These are not included in the references to projects in the text, but are presented for additional information to the reader.

(1) Helping organize community projects
  (a) Involve blacks in all activities
  (b) Faculty, students, community organizations
  (d) Community as whole--create jobs
  (e) Need for funding

(2) Big Brother, Big Sister
  (b) Primarily student

(3) Sports Program

(4) Consumer Conference
  (a) Go into community and have meetings with food, insurance, clothing--have people express problems--i.e., have General Foods fight Safeway. Insurance explain why rates are higher and what people in ghetto can do about it.
  (b) Organizers
  (c) Community; Faculty and student organizes
  (d) Community
  (e) Convince the major companies to come

(5) Institutional Interviews
  (a) St. Elizabeth's, Junior Village--send people to help in any way--i.e., give love to babies
  (b) Training required, transportation
  (c) Students
  (d) Institution, Student
  (e) Money; Get volunteers

(6) Adult Education, Remediation
  (a) Older people--adult centered--remedial skills
  (b) Set up satellite centers
  (c) Faculty, Students, Older people, Community
  (e) Drawing people in

(7) Resource Bank
  (a) Pooling all skills in D. C. in computer--matching them up with all those interested
  (b) Set up bank--run it
  (e) Funding

(8) Analysis of Anacostia
  (a) Why it grew the way it did--how to help this program
  (c) Soc. Dept.; Students (researcher)--part of program
  (e) Persuade people in Anacostia

(9) Workshops--Dramatic and Art Department
  (a) Cultural enjoyment brought into area
  (c) Students; neighborhood
  (f) Precedent--yes?

(10) Great Films of World (cultural center at lib.)
  (b) Show films continuously at cultural center

(11) Mail order books--home delivery

(12) Operation Brainfood
  (a) Encourage motivation to read at all levels
  (b) Staff of 6 interns--students; full time staff member; reading specialist; reading materials; consultant--neighborhood
  (c) Students; community people; college students
  (d) Students interns; recipients; those in community
  (f) Money; skepticism on part of community
  (g) Program like this in NY, successful

(13) Tutorial
  (a) remedial and current help
  (b) extension of skills center--students, maybe community
  (f) skill center not seeing as responsible

(14) Job Orientation
  (a) help get job
  (b) all groups
  (f) personnel not seeing as responsible

(15) Teen-age girl
  (a) aid girls
  (b) student government
  (f) getting girls and make them believe

(16) Housing
  (a) organizing tenants
  (b) community education--community educators; art department, renovation; lawyers
  (f) Succeeding in getting tenants to trust. Education of property owner; community education shop not regarding as their project

(17) Site Development
    (b) Involves making available resources to community--program having financial rewards--self-survey--information center--develop community organization (ombudsman)--development of redevelopment agency.

(18) Black owned food cooperatives--total process first

(19) Black hi-fi store--cultural center--new kind of salesman

(20) Support specialized schools→fund raising mechanism

(21) Black extension course

(22) Police courses in urban sociology

ITEM S-34:

PROPOSED COMMUNITY PROJECTS[14]

General Types of Projects Suggested by Students

Tutoring
Day Care
Recreation Programs
Health Projects
Housing
Welfare Projects (actually, anti-public assistance)
Support "black labor"
Community Education about Rights
"Social work"
Junior Village Child Placement
Collection of Funds to Help Needy Families
Work with the Elderly
Development of Civic Responsibility

Specific Projects Suggested by Students

Project GO
"Future for Jimmy"
Head Start
OIC
Upward Bound
Boys Club
Anacostia School System Study
Removal of Liquor Stores from 14th Street and Park Road

---

[14] See discussion beginning on page 46.

TAB IV

RESPONSES TO QUESTIONS CONCERNING RACIAL ISSUES AT FCC

Q. FAS-6A; Q. S-27 (These questions were identical for the two samples. A copy of the question appears on the following pages. Responses by both groups appear in tabular form beginning on page 71 of the Appendix.)

Q. FAS-6C; Q. S-29 "Do you believe that any important disagreements, tension, or conflict exist between white and black members of the faculty and staff?"

Q. FAS-6D; Q. S-30 "What is the nature of the conflict?"

Q. FAS-6E (A copy of this question follows. Responses appear in tabular form beginning on page 87 of the Appendix.)

Q. S-32 "Some people feel that FCC may be able to help develop better understanding and improved relationships between white and black people. Do you think that the College should try to take an active role in this area?" (Responses appear in tabular form on page 100.)

Q. S-31 "A number of the courses and programs at FCC emphasize Negro history, art, and culture. How important do you think it is for FCC to place a strong emphasis on the study of black culture? (Responses appear in tabular form on page 101.)

6A. Black-White Ratio

At the present time, the majority of the faculty and staff are white.[*] Some people have expressed the feeling that this white predominance is wrong, given the fact that the majority of the community and student body are black.

[HAND INTERVIEWEE RESPONDENT SHEET Q. 6A]

You see listed on this sheet, six future possibilities on what could happen to the racial make-up of the faculty and staff of the College. On the right you see 7 columns labeled A, B, C, etc. I'm going to ask you 7 different questions about that list of outcomes and I'd like you to record your answers in the particular column I indicate. [Let interviewee answer each question before asking the next one.]

(1) In Column A, please put an X beside the future outcome which you personally would most like to see happen.

(2) In Column B, put an X beside the future outcome which you think is most likely to happen.

(3) In Column C, put an X beside the outcome you think the majority of students at FCC would prefer. (I. e., answer as you think they would.)

(4) In Column D, put an X beside the outcome you think the majority of the black faculty and staff would prefer.

(5) In Column E, put an X beside the outcome you think the majority of white faculty and staff would prefer.

(6) In Column F, put an X beside the outcome you think the majority of the D. C. community would prefer.

(7) In Column G, put an X beside the outcome you think the majority of the U. S. Congress would prefer.

---

[*] NOTE: In actual fact, at about the time of the interviews, while this statement was still true of the faculty category, the total staff was approaching 60 percent black. This fact was unknown to us and no FAS interviewed challenged the statement; one student did.

Copy of the Question

6E. Resolution of Conflict

The next question has to do with how you think the conflict may eventually be resolved.

[Hand Interviewee Respondent Sheet 6E]

Listed on this sheet you see five possibilities of what might happen in the future. I'm going to ask you 7 different questions about that list of outcomes and I'd like you to record your answers in the particular column I indicate.

(1) In Column A, put an X beside the outcome you would most like to see happen.

(2) In Column B, put an X beside the outcome you think is most likely to happen.

(3) In Column C, put an X beside the outcome you think the majority of students at FCC would prefer. (i.e., answer as you think they would.)

(4) In Column D, put an X beside the outcome you think the majority of the black faculty and staff would prefer.

(5) In Column E, put an X beside the outcome you think the majority of the white faculty and staff would prefer.

(6) In Column F, put an X beside the outcome you think the majority of the D. C. community would prefer.

(7) In Column G, put an X beside the outcome you think the majority of the U.S. Congress would prefer.

ITEM FAS-6D:

NATURE OF BLACK-WHITE CONFLICTS[15]

Respondent	Response
NF Staff	Faculty not dedicated to helping students--black criticizing white
NF Fac	Negro workers in media center see selves as doing the dirty work
WM Ad	Minority of black staff want black university Patronizing by minority of whites White liberal "shame" leads to rejection of responsibility by white liberals, with concurrent seizure of initiative by "angry, strident, intolerant voices."
NM Ad	Blacks and whites do not agree on who is "qualified" to teach--credentials
WM Fac	Belief that blacks were excluded in hiring faculty and staff Disagreement over whether it is a black college or not
WM Ad	Difference of opinion over nature of school
WF Staff	Overemphasis of color identity by blacks Tension from lack of familiarity with "ethnic behavior pattern"; e.g., jargon, etc.
NF Ad	Certain black faculty use white faculty to gain devious ends Black teachers find fault with white faculty because can't deal with black problems
WM Ad	Healthy conflict--Some whites think some blacks too radical, emotional, hysterical.
WF Fac	Some bitterness, distrust of whites by blacks (mostly not due to race, however)
NF Student	Some whites would like to see vociferous blacks quiet down Some white racism hidden in committee structure--Uncle Tom's don't fight it
WF Ad	Not enough black in school--but this is talked about openly
WM Fac	About 10 percent of faculty (black and white) want to control FCC
NM Ad	Recruitment policy--educational background versus cultural closeness to community Disagreement over black or white president

---

[15] See discussion beginning on page 63.

Respondent	Responses
NM Fac	Many white faculty equate "black" with incompetence Whites use committee structure to veil "unacceptable" attitudes Whites don't want black department heads.
WM Fac	Conflict over recruitment, curriculum, objectives, resulting from the racial polarity accepted by black ideology
NM Fac	White faculty cannot get along with different kinds of Negroes
WM Fac	Blacks and whites don't know each other well enough personally Lack of communication when emotional problems of blacks cause them to refuse to listen Black faculty overcautious; white faculty rush
NF Fac	Black-white power play Empire-builders use black-white issue as power base Some role conflict--"black role" versus "white missionary"--no compromise
NM Student	Not enough black faculty Some whites won't move out to be replaced by blacks
WF Fac	Whites have good intentions, think they know what is best--i. e., what has always been good for the black community
WM Fac	Conflict resulting from black public statement that there are white racists on faculty Whites listen "literally, " not "symbolically. "
WF Ad	Desire for "radicalization" for its own sake, regardless of result.
WF Staff	Conflict over recruitment Conflict over nature of curriculum--knowledge or identity
NM Staff	Both black and white faculty think they can speak for the students but each says something different Prejudice among a minority of both black and white staff and faculty
NM Student	Black faculty want to brainwash students toward their ideas of blackness, whites want integrated working relationship
NF Staff	Lack of unity of ideas re hiring of faculty
WM Ad	Black faction pushing hard toward total blackness
WM Staff	Many things with no racial overtones are looked at racially
WF Staff	Disagreement on fundamental philosophies of approach to education Status-seeking politics get in the way
WM Fac	Politics--blacks and whites have a political position to maintain in and out of FCC Disagreements arise because of skin color, not ideological differences

Respondent	Responses
NM Fac	Composition of the faculty in racial terms
NF Fac	Blackness is being pushed unnecessarily because of new found vocal freedom
NM Fac	Conflict re distribution of blacks and whites at all levels Theoretical conflict--what kind of education should be developed here
WM Ad	Extent to which college should be totally black versus predominantly black
WM Fac	Tension over who should control the college--white or black Some faculty see racial overtones in every disagreement
WF Fac	Polarization between black nationalists plus guilty white liberals versus others
WM Student	White faculty feels insecure, though better prepared Black faculty want to expand their control
WF Ad	Black identity and competence increasing while white lack of awareness of their own biased attitudes

ITEM S-30:

NATURE OF BLACK-WHITE CONFLICTS[16]

Respondent	Responses
4	Black radicals want an all-black school
22	Whites and department heads want to de-emphasize black orientation in classes
44	Heard that administration didn't want to hire any blacks, and did so only under pressure--or fear
61	Ideals and viewpoints in general are different
64	Conflict of moral values
77	Black feel whites don't understand community problems and aren't qualified to try to educate the black community
80	Don't know
85	One professor reported some disagreement over the amount of "black culture" to be included in core and general curriculum
98	Guess that most whites don't apply themselves to teaching black history
108	Not really racial

---

[16] See discussion beginning on page 63.

TAB V

RESPONSES TO QUESTIONS CONCERNING DECISION-MAKING PROCESSES AT FCC

Q. FAS-8 "In all probability, the resources of the College will not be sufficient to undertake all proposed projects. In your opinion, who should make the decision on which projects should be undertaken and on what bases should those decisions be made?

ITEM FAS-8:

WHO SHOULD MAKE DECISIONS AND ON WHAT BASIS?[17]

Respondent	Responses
NF Staff	Faculty and student committees--ICC is like that
NF Fac	Money, facilities, etc. --administrative decision Time and devotion--participant decision Establish priorities by seeking opinions of students and participants
WM Ad	Need guidelines to prevent takeover by one group Need guidelines to reflect a cross section of motivations Each unit needs strong executive
NM Ad	First priority should go to projects that will further FCC policy and help FCC--DC relationship most, regardless of cost All should be reviewed and dropped if not achieving aims "3 areas of decision"--plan of people who will implement it; support and approval of faculty, administration, board Cost should be the last consideration
WM Fac	There must be citizen involvement at earliest point, then programs can work their way up as far as the Board of Higher Education--never start at the top
NM Ad	ICC should appoint committees to check feasibility and make recommendations to the President; research and documentation should precede the decision Need Community willingness
WM Ad	Board decides on basis of feedback from people in school
WF Staff	Leave decisions to people who will participate or be affected Joint decision by FCC-community Need should be greatest determinant Resources available--material and human Most desirable project would be the one serving greatest number of people
NF Ad	Mr. Randolph should decide Base decision on community needs
WM Ad	Opinions from outside, independent, recognized experts and ad hoc panels Criteria: potential benefit per dollar--including duration of benefit

---

[17] See discussion beginning on page 102.

Respondent	Responses
WF Fac	ICC and faculty committees Need Is it within the function of FCC? Finances
NF Student	Who?--People who would benefit Criteria?--need
NM Ad	Who?--Money administered by finance committee Priorities--necessity (i.e., immediacy of need)
WF Ad	Who? Planning committee of ICC Development Office should be expected to get the money where necessary
WM Fac	Criteria: Desire in the community as reflected in student-faculty communications with community
NF Fac	Who?--Community Criteria: Cost--perhaps must know sources, how far Congress would go, etc. Obstacle: Congress likes to know where money is going before they appropriate Who? Initial screening by faculty and staff then to open session of rest of college, then to students Only projects that contribute to students' well-being
NM Fac	Who?--Administration to some extent, but chiefly students Criterion--need of community Who? (a) for teaching function--administration and faculty jointly (b) for nonteaching function--administration in community education (c) independent groups of faculty members Criteria: community need regardless of cost
WM Fac	Criteria: What does community think it wants? What chance has community had to look at other options, e.g., as presented by FCC
NF Fac	Administration and faculty jointly with inputs from students and community Depends on what programs you think have priority
NM Student	The disadvantaged with help of college Based on immediate needs of the college
WF Fac	Who? Teacher and students then go to community to see if interested Criteria? Only objection to invalidate idea is one agreed upon by proponents as well as opponents

Respondent	Responses
WF Ad	Who? Those directly involved Basis? "Projects questioned on expressed need--anyone could support or attack." Finance officer should advise as to funds before project is approved
WM Fac	Community should determine priorities Need of community as the community sees its own need
WF Staff	Who? Administration and faculty--NOT Congress Basis? Wisdom of administration as educators
NF Student	Who? Students Basis? Priorities established by community thinking
NF Staff	The community should be consulted before any program is begun there by FCC Role of student as part of community as it will be affected by project must be considered
NM Staff	College-community dialogue would be the instrument for determining who makes decisions and what criteria should be used
NM Student	Student body Most effective way to reach the most people. Everybody should work to find the funds
NM Staff	Community should be involved by virtue of students applying all FCC resources to probing what the community wants Faculty and staff should help community establish priorities
NF Staff	Faculty, staff, students, and administration--in round-table discussion Rely on experts in the field of the project Cost should not be a major factor--benefit should be
WM Ad	Representatives of community working with faculty and administration Establish priorities and work with resources available
WM Staff	Community Education Committee supplemented with people and information from Randolph's office Long-term results and feedback should be requisites of chosen projects
WF Staff	Who? Community, faculty, and staff together Short-range goals understood by community rather than unforeseeable long-range
NM Fac	Who? Faculty and students with approval of the community Basis? Intent of the program and relation to FCC goals and objectives establishes priorities

Respondent	Responses
WM Fac	Who? Administration--because administration controls the budget Is there time for it? Can you find funds outside FCC? Competence of persons seeking funding Input should be: 50% community; 40% Faculty; 10% administration (Students are part of community.)
NM Fac	Who? Advisory Project Committee Cost-benefit analysis--extent of benefit; cost; magnitude
NM Staff	Who? Usually Harland Randolph Funding Need Availability of trained workers Who? Community Basis--perceived needs of community
WM Fac	Who? Faculty, students, affected portion of community--no administrators Basis--cost-benefit considerations Randolph's office plus carefully chosen group of faculty Immediate need and priority--not funds
NF Fac	Who? Community, college and students together Basis? Need
NM Fac	Project Review Board of community, administration, faculty, students Breadth of impact regardless of cost
WM Ad	Who? FCC president in consultation with faculty, staff, students and community leaders Benefit to students or community
WF Fac	Who? College and community together Basis? Decision-makers should establish priorities
WM Fac	Who? College and community together Basis? Cooperative decision based on college's resources, community's needs
WM Fac	Who? Faculty and administration together Basis? To which can FCC render the most effective assistance
WF Fac	Depends on the kind of project: e.g., Educational--by faculty on basis of feasibility of funding Community project--education faculty to establish priorities--College should come first Funding College goals

Respondent	Responses
WM Student	Who? Committee of faculty, administration, students Basis? Expense--could money better be used to educate disadvantaged students
NM Ad	Who? Should arrange for grass roots community participation in projects affecting them. Basis? Community's wants
NM Staff	Who? The community itself, using students to tap community thought
NM Ad	Who? Office of Community Education--with cooperation of community Veto power of the community is important
WF Ad	Who? College-wide committee advised by project administrators and Randolph's office, then subject to Board ratification Feasibility as determined by project administrator Finances as determined by Randolph's office
NM Student	Who? Students should decide since they are the community Basis? Worth of and need for the program in the community "Resources" should not be a consideration

TAB VI

RESPONSES TO QUESTIONS CONCERNING STUDENTS' MOTIVATIONS TO OBTAIN HIGHER EDUCATION

Q. S-11 "What influenced you to decide you wanted to go to college?"

Q. S-16 "How important would you say a college education is for someone like yourself with respect to each of the reasons listed on this sheet:" (see below.)

Q. S-18 " Why do you want to go to college now? In what ways do you hope to benefit?"

Q. S-20 "Do you need to work while in school or can you afford going to school without working?

Q. S-14 " What is the highest academic degree you plan to earn?" (Responses appear in tabular form on page 120 of the Appendix.)

Q. S-15 "What is the highest salary you expect to earn during your working life? (Responses appear in tabular form on page 121 of the Appendix.)

Number ____________________

Respondent Sheet Q. 16

16. How important would you say is a college education for someone like yourself with respect to each of the following:

(Check one for each item)

	very important	somewhat important	not important at all
a. It provides training and skills needed for desirable jobs.			
b. It makes up for an inadequate high school education.			
c. It provides a better understanding of the social, political, and racial problems which affect people's lives.			
d. It makes for a better life because of what is learned about art, literature and music.			
e. It will greatly increase one's earning power.			

Please put a circle around the letter of the item above which is most important to you.

(Responses appear in tabular form on page 114 of the Appendix)

ITEM S-11:

EARLY REASONS FOR WANTING COLLEGE EDUCATION[18]

Respondent	Responses
1	Childish reason--college would let me read as many books as I wanted. Our rural school had so few books
4	To get the best job I could
6	Good jobs only come with education
7	Everything (jobs) calls for college background
8	Knew I had to go to get the kind of job I planned on
9	Influenced by an older god-brother
12	Felt I needed college to handle the competitive aspects of life, and to be fully developed
14	To get a better job To escape from Mississippi--education leads to mobility
15	Influenced by parents Today one needs college to get ahead
16	Influenced by friends in the service My own personal ambition
18	You need an education to get a good job
20	Influenced by cousins
21	Most of the family are teachers or assistant principals Knew I could not achieve much without college
22	Need a better education to get the job and the money I want
24	Influenced by fact that friends were going Teachers encouraged her to become a teacher
25	Can't get anywhere without a college education Enticed by the glamour of college
26	Knew I needed college to become a teacher
31	Wasn't making enough progress in jobs without college
32	Influenced by courses offered at FCC Influenced by low cost of FCC

---

[18] See discussion beginning on page 110.

Respondent	Responses
33	Influenced by an elementary school teacher--read her books
39	Felt it was the only way to accomplish anything
40	Realized I couldn't get a decent job without a good education
44	Influenced by FCC recruiter Influenced by school counselor
46	Influenced by parents
49	Influenced by friends Need for higher education to get a good job
54	My mother is a maid. I wanted something better
60	Better pay and living conditions
61	College gets you better things; clothes, etc.
64	Influenced by Upward Bound program at Howard University
68	Would not be satisfied with jobs I could get with only a high school education
70	Influenced by a teacher
72	Can't get far without a degree
75	Sisters and brothers had gone
77	Parents expected it
80	Listened to representatives of different colleges
82	Need for qualified people in Africa
83	Influenced by the economic condition of his family; this urged him to try to get ahead. Need education to overcome some of the problems of low economic status Encouraged by teachers
85	Encouraged by coach Liked the atmosphere, the people in schools
86	Earning power would be greater Encouraged by mother
88	Important to go to college if I wanted to get anywhere Encouraged by teachers
92	Liked school
94	College could get me out of the community I lived in Parents made me feel the need Sports in college appealed to me

Respondent	Responses
96	"Homeboys" were all going to college when younger To get a better job than I have now
97	The way college graduates can communicate with others; in general a better "life style" (interviewer's term)
98	Could best serve his people by studying law enforcement
99	I have a desire to be able to communicate with all people, and college can help me do that Want to prove to my (estranged) parents that I can be the best in whatever I want to do
100	Encouraged by teachers
101	Encouraged by a teacher Encouraged by mother for economic benefit to be derived
103	Realize I must better myself to be "equal"--in the Air Force I trained others who were then advanced while I wasn't
104	Family tradition (African)
106	My occupational goal requires a college degree
107	To advance in nursing (already has R. N.)
108	Need more education to move up
112	Parents expected it
113	Influenced by parents
115	Increase income Encouraged by parents
116	Want to help people in the ghetto where I grew up, but have found that that "piece of paper" will help a lot
117	Influenced by parents Influenced by counselor
123	Encouraged by family Concern for humanity
124	Family influenced him--all brothers and sisters had gone Wanted to earn a decent salary to help younger siblings and his own kids
125	Saw that high school "idols" weren't doing much without college chance to better himself and his family
126	Decided needed college to get ahead
127	Encouraged by junior high counselor
128	Need college to get better pay

Respondent	Responses
129	Needed college to be a teacher
130	Influenced by a brother who is studying psychiatry

ITEM S-18:

PRESENT REASONS FOR WANTING COLLEGE EDUCATION[19]

Respondent	Responses
1	To get a better understanding of political, social, racial matters.
4	To get a better job. To understand myself better. To provide a decent life for my family. To better understand world problems.
6	To improve my knowledge of the world.
7	To get a better understanding of social, political, racial issues. Higher earning power.
8	To qualify for medical profession.
9	To get a degree. To understand what's going on in the world.
12	To help me develop. Give me the credentials for a job.
14	Better understanding of environment, self, others. Use education to benefit mankind.
16	Get a better job. Help children get a better education.
18	Better job opportunities.
20	To get the job I want.
21	To get a deeper insight into the world. College is a "must" for a good job.
22	Get the job I want. Stay out of the Army for a while.
24	Because I don't want to be a clerk all my life.
25	To achieve a better insight into the total society.
26	To get the kind of job I want.
31	Get a better job. Be a better person socially.

---

[19] See discussion beginning on page 110.

Respondent	Responses
32	To acquire more knowledge.
33	To earn more money.
39	Increase ability to read and to converse. To make more money.
40	Qualify for career in social work to help my people.
44	To get a very good job.
46	Earn more money. Come in contact with people on a higher level. Like to learn.
49	To increase knowledge, thinking power, learning ability. Better salary. Understand social issues.
54	Better life.
60	To better my understanding about the business world.
61	Easier to pass job tests. Get promoted quicker.
64	Everything is based on education.
68	To understand life better. To adjust to this society.
70	To broaden knowledge of different concepts of life, politics, etc.
72	To become articulate. To learn how to face today's problems.
75	Learn more. Equip myself for my job.
77	A diploma will open more doors to me.
80	Higher standard of living. Better understanding of myself. Better understanding of others to help them solve their problems.
82	Want to get to know Negroes at the college level.
83	Want to give aid to other people.
85	Satisfaction of learning about political and social factors and surroundings. Meeting people. Exposure to various kinds of activities. Development of personal identity.
86	To live a more fulfilling, rewarding life. Better insight into environment.

Respondent	Responses
88	Improve my position in life.
89	Gain self-confidence.
92	Would like to teach nursing.
94	Increase earning power. Personal ambition to be a college graduate.
97	Clearer understanding of people.
98	Economic development. Social development. Development of human respect.
99	To learn to communicate with anyone, anytime, anywhere. Be a better, more mature person.
100	Need a degree to teach. To understand what's going on.
101	To acquire knowledge. To put my skills to work helping other people. Chance at better jobs.
103	Need a degree to be recognized as excelling -- clout!
104	Acquire skills. Reach a better life. Know the world I live in.
106	Increase knowledge. Get a good job.
107	Keeps you up to date with what's happening. Helps me to understand my children.
108	Develop better understanding of others, especially adults. Develop skills.
112	Personal satisfaction. Earning power increased.
113	Necessary for work in psychology.
115	Better income. Better life for self and family. Better understanding of the world.
116	As an incentive to my own three children. To have a decent income.
117	Required for promotion in government service.
123	To earn money to educate my children.

Respondent	Responses
124	To get a good job.
125	Learn about my heritage.
126	To live comfortably. Self-satisfaction.
127	Intellectual betterment. Social betterment. Economic betterment. Professional betterment.
129	Need degree to be a teacher.
130	Need degree to be a pediatrician. Knowledge about heritage.

ITEM S-20:

IMPORTANCE OF A COLLEGE DEGREE[20]

Respondent	Responses
1	Very important--no matter what school.
4	One of the most important things in my life.
6	Very important.
7	Very important--as a means to accomplish in business world.
8	Very important--future depends on it.
9	Very important.
12	Very important to get a degree from somewhere.
14	Very important--any college.
15	Degree is important--not important it be from FCC.
16	Very important.
18	Very important--better job; societal demand--doesn't matter what school.
20	Important, to get the job I want.
21	Very important.
22	Very important--for advancement; degree counts, not college.
24	Main thing on my mind; rather it be FCC than elsewhere.
25	Very important to get the degree and the education.
26	Very important.
31	Very important.
32	Very important--increasing demands in society.
33	Wouldn't be able to succeed without a degree--degree, certainly not FCC necessarily.
39	Very important.
40	Very important.
44	Important.
46	Most important.

---

[20] See discussion beginning on page 110.

Respondent	Responses
49	Very important to getting a job.
54	Very important--not from FCC necessarily.
60	Very important--prestige; security.
61	Very important--pays off.
64	Very important.
68	Very important.
70	Very important.
72	Very important.
75	Very important.
77	Very important.
80	Important--better salary.
82	Very important--open new doors.
83	Utmost importance--from any college.
85	Very important.
86	Very important--nobody can take it away.
88	Very important--any school.
89	Not important.
92	Very important.
94	Very important.
96	Important--for self.
97	Very important.
98	Very important if from accredited school.
99	Quite important.
100	Very important--for teaching job.
101	Want a degree and a firm foundation in education.
103	Very important.
104	FCC degree will be a high honor.
106	Very important.
107	Very important, but no rush.
108	Can find a job quicker.
112	Not very.

Respondent	Responses
113	Important.
115	Good to be a member of the charter class.
116	Very important--opportunity available; challenge.
117	Beginning to wonder if its important.
123	Very.
124	Employers are degree-conscious.
125	Very.
126	Important--any school.
127	Very.
128	Very important.
129	Very.
130	Proud to be graduate of FCC.

TAB VII

RESPONSES TO QUESTION CONCERNING STUDENTS' VIEWS ON THE CORE CURRICULUM

Q. S-33. "How do you feel about the core curriculum concept? Do you think it is a good idea or would you prefer some other way of organizing the curricula?" (Responses to this question appear in tabular form on page 124 of the Appendix.)

TAB VIII

RESPONSES TO QUESTION CONCERNING STUDENTS' RECOMMENDATIONS TO THE COLLEGE

Q. S-36 "If you had the opportunity to speak to the president of the College, or the whole faculty and staff, and you knew they were ready to consider seriously whatever you had to say, what recommendations would you make to them about things you hope the College will do and become and about those things you hope it won't do and become?"

ITEM S-36:

RECOMMENDATIONS TO THE COLLEGE[21]

Respondent	Responses
1	Don't confine or overbalance the school's focus to one area; e. g., don't make it all black, don't be confined to D. C. students and problems. Develop a long range plan.
4	Become more traditional in course offerings. Become racially balanced, not all black. Wipe out white racism from the college.
6	Have more business courses. Consult students about what courses they want.
7	Help develop understanding between the races. Relate to the community. Retain open admissions policy. Don't become "just another institution" in the city.
8	Faculty should strive to understand each other, and set an example of how white and black can live together as brothers.
9	Allow students who can't afford other colleges to come here. Hope it won't become basically a "racial college."
15	Would say: Congratulations on something good and new--off to a good start.
16	Get down to serious business and give us what they promised. Assist and guide the good student with utmost attention and help. Not become full of frills, like fraternities, etc. Hope it doesn't become all black.
18	Emphasize black culture, but not exclusively. Help the people in the community. Show how all people can get along together. Less emphasis on clubs, sororities--education comes first.
20	Give more support and finances to student activities like sports, projects.
21	Don't put too much emphasis on black culture. Become accredited.

---

[21] See discussion beginning on page 127.

Respondent	Responses
22	Don't become a Howard--a "police school" with too many rules and regulations. Become known as the school to which city residents can go. Let the jukebox in the cafeteria play loud without threatening to remove it.
24	Raise the admissions standards. Avoid "Black Power." Take notice of the problems in the slum areas around the campus. Increase the number of colored faculty.
25	Recommend that freshman advisors and registrars be sincere about steering students into the fields they want. Recommend that teachers be more available to help students with problems. Recommend that teachers be more objective.
26	Hope FCC will not become exclusively black. Assign textbooks rather than a series of paperbacks, pamphlets, etc. Enforce rules about excessive noise while classes are in session. Should have a system of grades to motivate students to do better. Seating should be regulated.
32	Students and faculty should keep working together. Reduce the number of books assigned to one basic text. Acquire more and more adequate equipment; e. g., art supplies. Break Natural Sciences out into several separate courses.
33	Move the campus to a "suburban" location on the outskirts of town. Get football and basketball teams so as to boost school morale.
39	Become accredited.
40	Keep admissions policy free of grade requirements. Retain the low tuition cost.
44	Need more standard teaching methods and programs. Keep community assistance as main purpose of college. Keep black culture emphasis.
46	More emphasis on business department--need typing courses, etc. Probably will need texts for courses, especially Natural Sciences, where need to look up rules. Keep present grading system but not lose transferability. Need a Speech Center to help students talk better, increase vocabularies, etc.

Respondent	Responses
49	Get a Physical Education program. Get more teachers for Mathematics and Natural Sciences. Help community know what's going on within FCC--have meetings, TV shows. Open an engineering school.
54	Get rid of lottery system for admissions; it lets in a lot of dum-dums. Get some parking space. Get some lockers.
60	Stop emphasis on black culture and get down to the business of preparing students for life--getting involved in their major. Let those who are interested in community development do it once they're graduated and are in professional positions in the community.
61	Stay at same basic level as now and build on that. Hope FCC won't be indifferent to the students.
64	Emphasis on basic education. Broader curriculum, to include recreational pursuits--indoor as well as out. Don't keep student activities meetings a secret--let everyone be heard.
68	Change the curriculum.
70	The curriculum should and will change to a "regular" curriculum, like other colleges, "for the community's sake."
72	Establish a student court. Be more involved in inspiring the community to learn. Do a public relations job so the community knows what's going on and what progress is being made.
75	Students should be able to start their majors by next year. Become accredited.
77	Not become a closed institution. Not attract one particular type of student, black or white. Fight prejudice--be an example of unity.
80	Should not make FCC a black college. Develop a closer teacher-student relationship than now exists. Gain the confidence of the students--have strong activities that appeal to students and don't divide them.
82	Everything promised for the school program should have been ready by now, but labs and some rooms are not yet ready. Develop strong rules about keeping building neat, etc. Don't be too lax about rules, or might get out of hand in future. Limit the places where people can smoke.

Respondent	Responses
83	Avoid becoming predominantly Negro or white--that's still segregation. Make community realize, through close ties, that FCC and its students are here to help.
85	Don't become just another "assembly line brick institution"; be a warm school with interest and feelings--not like Howard, G. W. Should be a chance for informal meetings between faculty and students.
86	Recommend that FCC become the educational center of the world for everyone regardless of race, creed, or color. Need more parking facilities.
88	Make classes as interesting as possible considering the shortage of materials. Field trips in D. C. tied in with classes are very enjoyable.
89	In the way of counseling, I'd like to see children educated and kind of "channelized" into fields where they're most likely to succeed. Integration in a true sense--colorblind attitude.
92	Should have equal balance (racial) in the faculty. Should have a more standard curriculum.
94	Become the community's college; be accepted by the community.
96	Retain both the present methods of teaching and the present courses. Improve the kind of materials used--use one basic text rather than 150 different paperback books.
97	Develop strong community support and work in the community. Develop better race relations within both FCC and D. C. Faculty and students should be able to speak out bluntly. Solve community problems.
98	Faculty should be 75% black, like D. C. Negro history course should be retained with the individual having a choice of taking it or not.
99	Faculty must raise students to their level, not let their best teaching efforts be lost. President should not worry about potential problems, or small problems--don't get tied up. Faculty should cover as broad an area as they can in their teaching. Entire college staff should set a proud example and people will look up to them.
100	Hope there will not be factions according to color. Hope it will not be thought of as a Negro institution.

Respondent	Responses
101	Good teacher-student relationships should be studied. Give the same chance to everybody. Clarify programs. Improve counseling.
103	School should remain in close harmony and retain togetherness it has now, and chastise the student or faculty member who tries to disrupt the present harmony.
104	Maintain a very good standard of education. Do not encourage interracial conflicts.
106	Don't experiment for the sake of experimentation. Get college its own campus. Take students from all over the U. S. by a quota system.
107	Keep an even racial balance. Have nursery service to encourage mothers to come to FCC. Get involved in community service.
108	More extracurricular activities; events, sports, assemblies, etc. Be more specific about the assignments given in class.
112	Have a more standard curriculum.
113	Discontinue directly stressing black culture, black power, etc. Help Negroes be better able to get along among whites. Set an example for other colleges. Change to a more standard grading system.
115	Become a good academic college. Hearing the race theme all the time is sickening. Hope people will think of it as a friendly college, not a militant one. Develop a track system because some students can't keep up with others.
116	Gear the level of teaching to the student's background--many have been out of school for some years. Involve all of student body in all phases of FCC life. Be openminded--listen to suggestions. Education must come first.
117	Standard program needed. Individual testing and placement. Remedial classes. Black Power emphasis is wrong--black culture o. k., but not exclusively. Brochure on transferability, credits.
123	Hope it won't become a center of black protest. Get accreditation, start awarding degrees.

Respondent	Responses
124	Add basic English and Mathematics courses, but continue to teach English in all the other classes. Get new applications out for next class as soon as possible.
125	Establish strong rapport, student-faculty relations. Stress the need for students to bring up community problems for class discussion. Teach students how to deal with bureaucracy. Proud of such courses as black culture, education in law of supply and demand, etc.
126	Hope FCC won't become a forum for black nationalists. Supply extensive counseling from entry to graduation.
127	Set up stronger discipline, making FCC more conducive to education. Set up entrance exams so slower students don't hold others back.
128	Be on the side of black people; help them understand their own culture.

TAB IX

RESPONSES TO QUESTION CONCERNING MOTIVATION OF FAS TO COME TO WORK AT FCC

Q. FAS-10 "One last question which has to do with why you chose to come to work at FCC. What were the important factors in your thinking which led you to decide to come to FCC rather than some other institution? In other words, what is it about FCC that attracted you to come here?

ITEM FAS-10:

MOTIVATION FOR COMING TO FCC[22]

Respondent	Responses
NF Staff	Attracted by desire to be a part of the "whole concept" of FCC. Want to help.
NF Fac	Realized need for "new breed of librarians," but realized an old established situation would not allow much creativity. Work with disadvantaged. Good pay.
WM Ad	Wanted job as educator, not as desk librarian.
WM Fac	Wanted to work in "brand new, black-white issues" which are clearly visible in D. C.
NM Ad	Desire to work in "student-oriented institution."
WM Fac	Helped develop legislation creating land grant college. Excited to apply land grant concept.
NM Ad	That it was a "serene climate" where people work together for common cause. (Been disappointed in first--empire building, selfish interests, etc.) That it was a climate of stimulation. That it could help mold young people. Good money.
WM Ad	It's where the action is.
WF Staff	Work with inner city students. Student-oriented school. Likes D. C. Challenge.
NF Ad	Curiosity.
WM Ad	Discontent of status quo as librarian.
WF Fac	Personal like for D. C.; freedom to experiment; teaching; small classes; team teaching.
NM Ad	Asked to come--wouldn't have come otherwise.
WF Ad	Because Negro education is the most important issue today.

---

[22] See discussion beginning on page 134.

Respondent	Responses
WM Fac	Racial conflicts/death of M. L. King--resolution of divided society.
NM Ad	Not fully utilized in last job. Wanted advancement and more than secretarial job. Now more aware of what's happening in community--more a part of it.
NF Fac	Can work with students and community--no conflict of interest.
NM Fac	Exciting, challenging venture as a professor--not a missionary.
WM Fac	A friend at FCC. Interesting change. No budget in my former job. (Not as confident now as at first.)
NM Fac	Anticipated a state college for D. C. residents.
WM Fac	New school; new methods; new challenge.
NF Fac	Possibility of involvement in solving social problems--not as rosy now. Chance to work in higher education.
NM Student	Chance for black people to get a real education--more than black heritage. Economically most feasible.
WF Fac	Aid people to have degree as a "power tool."
WM Fac	Wanted to try to develop counselor education at undergraduate level. Wanted to test ideas in inner city area.
WF Ad	Felt FCC not hindered by the problems mentioned.
WM Fac	Likes to teach math. Feels comfortable with black community to a great degree.
WF Staff	Felt a need to help people help themselves.
NF Staff	To help black student out of his dilemma by virtue of my own counseling experience with hostile, dissident, disadvantaged black youth.
NM Staff	Felt he could help induce FCC students to get a good, formal, community-oriented education, then return to community to make best use of it.
NM Student	To learn about black people and how to relate to both black and white communities.
NM Staff	To improve my personal financial condition. To grow with FCC and contribute to it.

Respondent	Responses
NF Staff	A challenge--interesting phase of career.
WM Ad	History of involvement in civil rights movement. Likes D. C. Make meaningful contribution to biggest problem of U. S. Chance to move his career along.
WM Staff	Career advancement. To serve a population with which I am sympathetic. Newness. Good money.
WF Staff	Potentiality of allowing people to develop themselves.
NM Fac	Asked to come by department chairman.
WM Fac	Challenge of starting a new school.
WM Fac	Thought it would be a creative, innovative, free, open college with a dynamic, philosophically radical faculty and staff.
NM Fac	Contribution to race problem.
NM Staff	Best milieu for realization of black development and education.
NM Staff	Chance to reach the D. C. community on their terms. Chance to work in innovative and new environment.
WM Fac	Would be unhindered by structure; freedom to create own structure.
NM Fac	FCC is working on my project, felt better chance to see it completed if working here. Came to take part in the tutorial system.
NF Fac	Requirement for creativity, personal effort, administrative skills. Predominantly black student body.
NM Fac	Wanted to develop new levels of soc. work education (AA and BA levels). Opportunity to do research in organizing public service agencies. Interested in the concept of "new careers."
WM Ad	College serves inner city youth. New college--exciting. Like D. C. Work with black student body.
WF Fac	Background working with communities. Background working with innovative programs. Long-time resident of D. C.
WM Fac	Ground floor of something new. Opportunity to develop some theories and be involved in their implementation.

Respondent	Responses
WM Fac	To give D. C. students a chance at best available public education. Personal commitment to undergraduate education. Opportunity to put teaching above research.
WF Fac	Lobbied for FCC. Wants to be in experimental college.
NM Ad	Thought FCC would address problems in the D. C. community.
WF Ad	Past experience with new, formulating institutions.